

# Foundation of Library and Information Science

**DLIS001**



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**P**ROFESSIONAL  
**U**NIVERSITY

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LOVELY  
PROFESSIONAL  
UNIVERSITY

## FOUNDATION OF LIBRARY AND INFORMATION SCIENCE

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## SYLLABUS

### Foundation of Library and Information Science

*Objectives:*

- To develop in student's potential for critical thinking particularly concerning goals of Libraries and Information Centres.
- To train students for a professional career in Library and Information Services.
- To train students in handling information resources (Print and non-print).
- To facilitate access and provision of information sources.
- To train students in using Information Technology tools and techniques in information access, service, management and archival activities.
- To further the state of the art in Library and Information Science through extension, research and publication activities.

Sr. No.	Content
1	<b>Concept of Library:</b> Definition, Need, Purpose, Functions. Five Laws of Library Science.
2	<b>Place of Library in Dissemination of Information:</b> Changing role of library in socio-economic development, education and recreation.
3	<b>Library Cooperation:</b> Definition, types, levels. Resources sharing and networking. Library Extension Services.
4	<b>Types of Libraries:</b> Public, Academic, Special and National. (Definition, purpose and functions of each type of library.)
5	<b>Library Without Wall:</b> Brief introduction to digital and virtual libraries.
6	<b>Library Associations in India, U.K and USA:</b> ILA, IASLIC, CILIP, SLA.
7	<b>Library Legislation:</b> Need, purpose and factors. A brief account of its present position in India.
8	<b>Copyright Act:</b> Copyright Act, Press and Registration Act and Delivery of books (public libraries Act).
9	<b>Library Profession:</b> Librarianship as a profession, Professional ethics.
10	<b>Promoters of Library and Information Services:</b> RRLF, UNESCO, IFLA

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## Unit 1: Concept of Library Science

Notes

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  - 1.7 Keywords
  - 1.8 Review Questions
  - 1.9 Further Readings

### Objectives

After studying this unit, you will be able to:

- Discuss the definition of Library Science
- Explain the history of Library Science in India
- Describe the need of Library
- Discuss the purpose of Library
- Explain the functions of Library

### Introduction

Library and Information Science are very essential for the development of a society. It helps in overall personality development and quality of life of a human being. It also helps in the preservation and conservation of cultural heritage of a country. The information as resource is very crucial for the development of a country. The libraries are responsible for socio-economic development. Now a day, progress of a country is measured on the basis of “information rich” or “information poor”. LIS can also be seen as an integration of the two fields – library science and information science, which were separate at one point. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the definition, history, need, purpose and functions of Library Science.

Notes

## **1.1 Definition of Library Science**

Library science is basically the study of how to operate a library. The field is made up of several branches, including public services, technical services and administration. It is referred to as “library and information science” at many colleges and universities because librarians work with physical books as well as virtual information. Library science (often termed library studies or library and information science) is an interdisciplinary or multidisciplinary field that applies the practices, perspectives, and tools of management, information technology, education, and other areas to libraries; the collection, organization, preservation, and dissemination of information resources; and the political economy of information. The first American school for library science was founded by Melvil Dewey at Columbia University in 1887.

ALA glossary of Library and Information Science has defined library as “*a collection of materials organized to provide physical, bibliographical and intellectual access to a target group, with a staff that is trained to provide services and programmes related to the information needs of the target groups.*”

According to Dr. S. R. Ranganathan, the father of library science in India, “*a library is a public institution or establishment charged with the care of collection of books, the duty of making them accessible to those who require the use of them and the task of converting every person in its neighbourhood into a habitual library goers and reader of books.*”

The word “Library Collection” is synonymous with holdings. It is the total accumulation of books and other materials owned by a library, organized and catalogued for ease of access by its users. Encyclopaedia of Library and Information Science describes library collection as “*the sum total of library material – books, manuscripts, serial, government documents, pamphlets, catalogues, report, recording, microfilms reels, micro cards and microfiche, punched cards, computer tapes etc. that make up the holding of a particular type of library.*”

Historically, library science has also included archival science. This includes how information resources are organized to serve the needs of select user group, how people interact with classification systems and technology, how information is acquired, evaluated and applied by people in and outside of libraries as well as cross-culturally, how people are trained and educated for careers in libraries, the ethics that guide library service and organization, the legal status of libraries and information resources, and the applied science of computer technology used in documentation and records management.

There is no generally agreed-upon distinction between the terms “library science”, “librarianship”, and “library and information science”, and to a certain extent they are interchangeable, perhaps differing most significantly in connotation. The term “Library and Information Science (LIS)” is most often used; most librarians consider it as only a terminological variation, intended to emphasize the scientific and technical foundations of the subject and its relationship with information science. LIS should not be confused with information theory, the mathematical study of the concept of information. LIS can also be seen as an integration of the two fields’ library science and information science, which were separate at one point.



*Notes* Library philosophy has been contrasted with library science as the study of the aims and justifications of librarianship as opposed to the development and refinement of techniques.

Libraries are collections of books and other media. Sometimes, these books can be found inside of a building, such as your city or town’s public library. Readers can check out, or borrow these books and return them by their due dates. Sometimes, the books can be found and read online through digital libraries, which let readers enjoy the information from home. In fact, the

**Notes**

information found in libraries isn't limited to books. Articles, encyclopedias, magazines, records, CDs and DVDs can be found in libraries as well. Some people enjoy going to the library to use the internet, watch puppet shows, and listen to stories or use one of the library's meeting or study rooms. Whether you want to read a great story, find a useful article for an assignment, or listen to music, there's sure to be a library that can help you on your quest.

A library is an organized collection of information resources made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audio books, databases, and other formats. Libraries range in size from a few shelves of books to several million items.



*Did u know?* The first libraries consisted of archives of the earliest form of writing – the clay tablets in cuneiform script discovered in Sumer, some dating back to 2600 BC. These written archives mark the end of prehistory and the start of history. Private or personal libraries made up of written books appeared in classical Greece in the 5th century BC.

A library is organized for use and maintained by a public body, an institution, a corporation, or a private individual. Public and institutional collections and services may be intended for use by people who choose not to – or cannot afford to – purchase an extensive collection themselves, who need material no individual can reasonably be expected to have, or who require professional assistance with their research. In addition to providing materials, libraries also provide the services of librarians who are experts at finding and organizing information and at interpreting information needs. Libraries often provide quiet areas for studying, and they also often offer common areas to facilitate group study and collaboration. Libraries often provide public facilities for access to their electronic resources and the Internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analysing very large amounts of information with a variety of digital tools.

### **Self Assessment**

State whether the following statements are true or false:

1. The first American school for library science was founded by Melvil Dewey at Columbia University in 1987.
2. There is no generally agreed-upon distinction between the terms library science, librarianship, and library and information science.
3. Library science has also included archival science.

### **1.2 History of Library Science in India**

The first libraries were only partly libraries, and stored most of the unpublished records, which are usually viewed as archives. The archaeological as well as literary evidence (written by Chinese travellers in India) make it clear that writing and reading of manuscripts were regularly practiced in ancient period since the 4th century B.C. to the 6th century after Christ. This must have led to the growth and development of collection of manuscripts in important centres of learning. The important library of that period was that of Nalanda University of Bihar in the 4th century AD. The library was said to be in three grandest buildings, the area of which was called

**Notes** “Drama Ganja” meaning mast of religion. The other important academic library of that period was Vikramshila, Odantapuri, Somapuri, Jaggadal, Mithila, Vallabhi, Kanheri, etc. During that period there was a considerable activity in South India too, and there was a tradition about the libraries in that period known as sangam age. The Buddhist of India laid special emphasis on the writing of manuscripts and maintaining their collection. The Jains and Hindus also made immense contribution in the field of learning. They patronized education and literary activities, established innumerable institution called Upasrayas and Temple College. Acharya Nagarjuna, the founder of Mahayana Buddhism is known to have maintained a library on the top floor of the university building. It was also said that Taxila has a rich library.

### **1.2.1 Medieval Period**

The medieval cycle may be roughly taken to have ended with the 17th century. It was during the ascending phase of this cycle that the giant intellectual and spiritual leaders such as Sankara, Ramanuja and Madheva flourished.

1. ***Personnel Libraries:*** From the earliest times, the kings and nobles of India patronized education and encouraged writing of manuscripts and their preservation. Even the princes of small states maintained their manuscripts libraries. The tradition was continued till the nineteenth century. The emperors of Timuride dynasty were patrons of learning. With the exception of Aurangzeb all the early Mughal rulers extended their support to art, music and literature. The libraries also made remarkable progress during their times. Humayun converted a pleasure house in Purana Quila in Delhi into a library. Akbar maintained an “imperial library”; he was also instrumental in introducing reforms in the classification and storage of books. Jahangir is said to have maintained a personnel library which moved with him wherever he went.
2. ***Public Libraries:*** In the 17th and the 18th century, the development of libraries received an impetus due to rise of European settlement in India. From 1690, Calcutta began to develop as one of the principal English settlement, when a large number of British began to settle there. Subsequently, the circulation and subscription libraries came into being. The East India Company established the Fort St. David library in 1707 at Cuddalore. In the year 1709, the society for promotion of Christian Knowledge sent out a circulating library to Calcutta, the first of its kind in India. Subsequently, a number of such libraries were established in India, the notable among them were Fort St. George library (1714), East India Company’s library, Bombay (1715), John Andrews circulating library at Fort William, Calcutta (1770), the Calcutta Circulating Library (1787), etc.

### **1.2.2 Period of Modern Cycle (till 19th Century)**

Following are the Period of Modern Cycle till the 19th century:

1. ***Public Libraries:*** The role of Mughal rulers and missionaries in establishment of some libraries also find their way to modern cycle. Some of the scattered manuscripts of the early periods have been collected and preserved in many modern manuscripts libraries. These are found in many States in India. Those of Baroda, Banaras, Bombay, Calcutta, Madras, Mysore, Poona, Tanjavur and Trivandrum are well known.

The year 1808 is considered an important period during which the then Government of Bombay initiated a proposal to register libraries which were to be given copies of books published from “funds for the encouragement of literature”. This has been the first attempt to register the libraries and assist them with literature by the government.

In the early 19th century, John Andrew's circulating library at Fort William, Calcutta (established in 1770) was converted into a public library. A few public libraries started appearing sporadically here and there during the same period in this country. The notable among them are Asha Granthalaya, Waltair (1800), Calcutta Literary Society's Library (1818), United Services Library, Poona (1818), Raghunandan Library, Puri (1821), Bombay General Library (1830), etc.

**Notes**

In August 1835, the Calcutta public library was established. It was meant to serve the needs of all ranks and classes without distinction. In 1860, a small library was established by Jean Mitchel in Madras as a part of the Museum. It was opened to the public in 1896. It was named Connemera Public Library, this library can be claimed to be the first true public library, and only a nominal refundable deposit was required. In 1948, it becomes State Central library.

In 1867, the Government of India enacted the Press and Registration of Books Act (XXV) under which the publisher of a book was supposed to deliver free, to the provincial government concerned, one copy of the book and one or two more copies, if the provincial government so desired, to be transmitted to the Central Government.

In 1876, Khuda Baksh Oriental public library (Patna) was established. Maulvi Muhammad Baksh Khan, on his death left a collection of 1500 manuscripts. It formed the nucleus of the library. In 1891, the library was opened to the public.



*Did u know?* The imperial library was also established at Calcutta in 1891. Lord Curzon, the viceroy of India promulgated the Imperial Library Act, 1902, which is based on Registration of Books Act of 1867, amalgamating Calcutta public library with imperial library. Soon after independence the Government of India passed the National Library Act in 1948 following which the imperial library was renamed as the National library of India.

By the end of 19th century, all the provincial capitals as well as many of the district towns, especially in the three presidencies (Bombay, Calcutta and Madras) had so called public libraries. Even princely states such as Indore and Travancore-Cochin had public libraries in their capital. However, the masses in general did not take full advantage of these institutions.

2. **Academic Libraries:** The first college to be started in this country is the Fort William College in 1800. Sir John Colville in 1857, introduced the bill to establish universities in India. In the same year Lord Dalhousie, then the Governor General of India gives immediate consent to this bill. As a result, the first three modern universities were started at Calcutta, Bombay and Madras in 1857 based on the patterns of London University.

- ❖ **Calcutta University Library:** Calcutta University was the first to be established on January 24, 1857. On February 24, 1869, Mr. Joy Kissen Mookherjee of Uttarpara donated ₹ 5,000.00 to the University for purchasing books for the library. The senate in the year 1872 succeeded in constructing a beautiful building at a cost of ₹ 4, 34,697.00. This is the first and oldest university library that was established in British India. In 1874, the library also started a collection of periodicals. In 1876-77, Calcutta University library had a good collection of books with printed catalogue service to the user. In 1934, a new library building was set up in the Calcutta University. In 1937, the Calcutta University Library appointed the professionally

- Notes**
- qualified librarian, Dr. Nihar Ranjan Roy. He, for the first time in India introduced the DDC and AACR rule for providing effective library services to the user.
- ❖ *Madras University Library:* The Madras University Library was opened in 1907. The Government of India gave a special grant of ₹ 1,00,000.00 to the library to develop its book collection. In 1924, Dr. S. R. Ranganathan joined the Madras University Library as librarian. He was the first professionally qualified librarian in Indian history. Due to his active involvement he was able to receive ₹ 6,000.00 and ₹ 10,00,000.00 in the year 1926. This was the first grant to be received from the government in the history of the university libraries in India. As a result of this grant, the University Library that was in-house at the Connemara Public Library since 1908 was shifted to the new location in 1936. Again five well-trained reference librarians were appointed to provide special reference service to the user. This was done for the first time in the Indian history.
  - ❖ *Bombay University Library:* The Bombay University library was established very lately due to the lack of donation. It was the university authorities of Bombay that offered a donation of ₹ 20,000.00 for construction of library building. In 1931, a very special grant of ₹ 10,000 was given by Kikabhai and Meneklen the sons of late Premchand Roy Chand. In 1939, the Central Government provides a special grant of ₹ 50,000.00 to the University of Bombay library to strengthen its collection.
  - ❖ *Punjab University Library:* Punjab University was established in 1882 and in the year 1908, Punjab University Library was opened.
  - ❖ *Banaras Hindu University Library:* Banaras Hindu University was established in 1916. In 1926-27, the construction of the library was made by the handsome donation of ₹ 2,00,000.00 by the late Sir Siyaji Rao, the Maharaja of Baroda.
3. *Research Libraries:* The Asiatic society of Bengal that was established at Calcutta in 1784 started building up a good research library since its inception. The Asiatic Society of Bombay, founded in 1804, also developed a good library. The first technical library to be founded in this country is the Victoria Technical library at Nagpur in 1806. The Madras Literary Society had founded its library in 1812.

### **1.2.3 20th Century**

1. *Role of Individual:* The development of public libraries as a movement may be said to have started by Maharaja Sayajirao Gaekwad III, the ruler of Baroda State in 1906. During his visit to USA he was impressed by the public libraries system in that country. In order to organize libraries along modern lines, the Maharaja appointed an American librarian by name William Allenson Borden as curator of libraries of his state. During his tenure of office that is in between 1910-13, Borden could organize a very good network of free library services in the state. However, this example did not set a pace in the later development due to lack of interest on the part of the State Government. But the contribution made by Maharaja Sayajirao III would be written in golden letters in the history of public library movement in India.

The library movement in Baroda originated as the peoples movement under the leadership of Motibhai Amin (a public leader) in the form of Mitra Mandal (Society of Friends) as early as 1906 which received state patronage in 1960. Newton Mohan Dutta, curator of libraries at Baroda also did good work.



*Notes* There have been a number of pioneers who made contribution to the library movement in Andhra Pradesh. Out of them Sir Iyyanki Venkata Ramanayya holds a place of pride. From Bengal, we have the name of Monindra Dev Rai Mahashaya. Master Motilal (1876-1949), by his own effort and meagre resource established Shri Sanmati Pustakalaya (a public library) in Jaipur in 1920. From Punjab, we had Sant Ram Bhatia, who played an important role in promoting the cause of public libraries in Punjab. In Assam, the library movement at its true spirit was led by Late Kumudeshar Barthakur (1893-8th November 1966), a retired Secondary School teacher under the brand name of Assam Library Association.

**Notes**

The contribution of S. R. Ranganathan is unique and remarkable. He is regarded as the father of Indian library movement. The idea of an integrated library system was first introduced by him at the first "All Asia Educational Conference" held at Benerai in 1930. There he presented a model library act that form the basis of the Tamil Nadu, Andhra Pradesh and Karnataka library legislation and as a whole the subsequent library legislation in India.

2. **Role of Library Association and Organization:** Library association also played a vital role in the progress and development of library movement in India.

The Andhra Desa Library Association, founded in 1914, is the first of its kind in India. It started the first full-fledged professional periodical in 1925 under the title "Indian Library Journal".

All Indian Library Association was also set up in 1920, but it could not do anything for libraries and their development. By Dr. S. R. Ranganathan's effort Indian Library Association was set up in 1933 in its present form with its head quarter in Calcutta (Kolkata). The association published a quarterly periodical named ABGILA.

Raja Rammohan Roy Library Foundation (RRRLF) was set up in 1972, on the occasion of the bicentenary of Raja Rammohan Roy who raised the banner of revolt against obscurantism in the society and devoted his life to fight against injustice. RRRLF is an autonomous organization of Dept. of Culture, Govt. of India and it provides different types of grant to different public libraries.

Bengal Library Association (1925), Madras Library Association (1928), Punjab Library Association (1929), Assam Library Association (Sadau Assam Puthibharal Sanga) (1938), etc. played vital roles for the growth and development of public libraries in the respective states of origin.

3. **Role of Union and State Government:** Role of Union and State Government are as follows:

- ❖ *First Five Year Plan (1951-56):* The Government of India in its first five year plan of educational development includes the scheme of "Improvement of Library Service". This scheme envisaged a network of libraries spread all over the country. The proposal of setting up a National Central Library at New Delhi was also made. During the first five year plan nine state governments i.e. Assam, Madhya Pradesh, Punjab, etc. decided to set up State Central Libraries.
- ❖ *Second Five Year Plan (1956-1961):* Under the second five year plan the Government of India allocated about ₹ 140 lakhs for setting up a country wide network of libraries in 320 districts. Under this plan, the "Institute of Library Science" at University of Delhi was also established. The refresher course on "The public library and national development" on March 2, 1959 also started.

- Notes**
- ❖ *Third Five Year Plan:* During the third plan period, besides the Institute of Library science, University of Delhi other universities also upgraded the facilities for training library personnel and enhanced the facilities for research in library science.
  - ❖ *Fourth Five Year Plan:* The Government of India announced on July 16, 1964, appointment of a 16 member education commission to make a compressive review of the entire field of education and advice the government on evolving a national pattern at all stages of education. The commission has formed various sub committees to prepare report on various aspect of education including the libraries, which plays a great role towards the betterment of libraries in India. During the fourth five year plan, the Government of India set up the Raja Rammohan Roy Library Foundation in 1972 to make the bicentenary of the birth of Raja Rammohan Roy, the father of modern India.
4. ***Role of UGC (University Grants Commission):*** The UGC gave a new life to the university and college libraries. It gave librarian a status, prestige and a better life. The major commission and committees formed by UGC for the growth and development of college and university libraries are as follows:
- ❖ *Library Committee (1957):* The UGC programme (Commission) appointed a committee under the chairmanship of Dr. S. R. Ranganathan to advice on a wide range of subjects including the standards and principles for the designing of library building, fitting and furniture, administration of university libraries, training of librarianship, etc.
  - ❖ *Review Committee (1961):* In order to consider, the question of improving and coordinating the standards of teaching, and conducting research in the department of library science in Indian Universities under the chairmanship of Dr. S. R. Ranganathan a review committee was formed in July 1961. The first meeting of the committee was held on 15th July 1961, in which a questionnaire was finalized on the basis of data supplied by the Indian Universities. In response to this questionnaire a note was prepared by the UGC, which form the back bone of many developments in the subject of library science.
- Other mentionable Committees and Commissions are:
- ❖ *Education Commission (1964):* Chairman D. S. Kothari.
  - ❖ *Pal Committee (1970):* Chairman A. B. Lal.
  - ❖ *Mehrotra Committee (1983):* Chairman R. C. Mehrotra.
  - ❖ *Committee on National Network System for Universities (1988):* Chairman Yash Pal.
  - ❖ *Curriculum Development Committee on LISc (1990).*
  - ❖ *Work Flow Seminar:* UGC organized a seminar on “work flow” in libraries in New Delhi from March 4-7, 1959, Dr. C. D. Deshmukh, the then chairman of UGC, extended assistance to libraries for constructing building and furniture as well as for the engaging the staff on a scale which is, relatively speaking, larger than found in many other countries. The recommendations of the seminar were circulated to the universities and colleges all over the country. These comments were considered by the commission and were accepted.
  - ❖ *Revision of Pay Scale:* Another great improvement in the history of universities and college libraries is the revision of salary scales of professionally qualified librarian under the third five year plan.

5. **Role of UNESCO:** The great contribution of UNESCO towards the library profession in India is that it gave it an international status. UNESCO for the first time started the first pilot project by establishing the Delhi Public Library in October 1951. The main aim of this project was to provide information on the problem of public library services for the parts of India in particular and for Asia in general.

**Notes**

The Indian National Scientific Documentation Centre (INSDOC) was set up in 1952 by the Government of India with technical assistance from UNESCO. In 1964, UNESCO assisted INSDOC again in setting up its regional centre in Bangalore.

The second eminent step that the UNESCO took in this direction was the holding of a seminar on the development of public libraries in Asia in Delhi from October 6-26, 1955. It was the first international meeting on this subject to be organized in an Asian country. On the whole, the seminar was a great success for the library profession in India.

Another UNESCO seminar which had far reaching effect on library profession in India was the "Regional seminar on library development in South Asia". It was held in the University of Delhi library from 3-14 October 1960. The most significant achievement of this seminar was the "grading of staff", "salary scales" and "status of librarian".

Besides these, the UNESCO honoured the Indian librarians by inviting them to advise on various library projects meant for the member country. The prominent among those are Dr. S. R. Ranganathan, B. S. Kesavan, S. S. Saith and a few others.

Indian National Commission is the official agency of UNESCO, the National Information System for Science and Technology (NISSAT) in Department of Scientific and Industrial Research (DSIR) is the focal point for UNISIST (PGI) and is also the coordinating centre for ASTINFO programme. NASSDOC of ICSSR is the focal point for UNESCO supporting APINESS programme.

## **Self Assessment**

Fill in the blanks:

4. In August 1835, the ..... public library was established.
5. The Madras University Library was opened in .....
6. The development of public libraries as a movement may be said to have started by ..... , the ruler of Baroda state in 1906.

## **1.3 Need of Library**

Libraries are very useful for all of us, either when we are kids in school, students in college, learning something to ace that new job interview or for finding that perfect book to read in our spare time.

A library can be considered a store – house of knowledge. In dictionaries the word "library" has been defined as "a building or room containing a collection of books". A library renders a great service to the society. There are a large number of Public Libraries maintained by the local authorities throughout the island.

A library plays a very important role in promoting the progress of knowledge. There are many people who love reading. But they can't afford to buy books because the prices of books are very high. So when one becomes a member of a library, he can borrow valuable books. A member can borrow two books at a time and he can keep it with him for two weeks. Libraries are

**Notes** particularly useful for poor children. Even those who are better off can't afford to buy all the books they require for their studies.



*Example:* Invaluable books like Encyclopedias and large dictionaries cannot be purchased.

A public library is a place that is open to poor and rich alike. There are mainly two sections in a library. They are the lending section and the reference section. Any member can borrow books from the lending section. Non-members too can use the reference section. They are allowed to enter the section free of charge. They can take down notes from the books. In addition to these two sections, there is another section in a library. Here any one can do his or her studies under a calm and quiet environment. This section is called "The study room". Some students find it very difficult to do their studies at their homes due to various reasons. This section is particularly useful for such students. A library is very useful for rural youths too. If they take to reading they will be able to refrain from evil habits such as loitering and gambling. There are not only books, but also newspapers, magazines, periodicals and government gazette in a library.

In view of the above facts, it is apparent that a library is a very important place in the society. With the growing popularity of internet, which provides loads of information with just a click of a mouse, one may pause to think about the decreasing relevance and importance of a library in today's world. But one should keep in mind that a person goes to a library not only to search and get information from books but also to sit and study there. The ambience and the peaceful and scholarly atmosphere then helps one to concentrate more on one's work and study.



*Caution* Libraries will never become redundant. They will always be there to indicate the presence of a well-read and educated society.

Libraries, however, have never been alone in their existence and always needed people to organize things around and make best use out of them. Any library needs to have a lot of books that are collected from various sources, has to be organized and then preserved – and the people who do all of this are librarians. In the last century, library science has evolved into library and information science, which includes technology – especially computers – in the field as tools for managing and preserving.



*Example:* Let's say you are interested in finding a book related to the field of medicine that can help you with writing a report on pills. The importance of library science has never faded in the last hundred years and as the collective book resources of the world keep growing, so will our need for library science. The preservation of information has also made it into the depths of our technological needs, giving rise to data collection on hard drives that can be saved for decades to come.

## **Self Assessment**

State whether the following statements are true or false:

7. A library plays a very important role in promoting the progress of knowledge.
8. A public library is a place that is only open to rich.
9. A library is very useful for rural youths.

## **1.4 Purpose of Library**

**Notes**

The purpose of a library can be stated as is explained in this section:

1. ***Libraries are for the lending of books:*** Indeed, the earliest libraries were just this – a small business, museum or other place would take it upon themselves to educate their neighbours by lending out their collection of books. As collections increased, these places would need innovative means to organize and provide access to such books and innovative people to do the innovative work – thus librarians were invented. Current libraries continue to offer ‘the lending of books’ as a key service. However, as processes slowly became replaced through automation, ‘librarians’ have been taken away from these activities in favour of a more broad slate of activities like instruction or management.
2. ***Libraries are for educating people of all ages:*** Since reading inevitably increases the brainpower of communities, an educational role for libraries seems fairly obvious. In academic and school libraries, this role is the most obvious and apparent, since the institutions that host them are largely educational ones. The educational role for public libraries is also substantiated by the departments that govern many libraries. While the educational role for libraries is strong, it is not perfect. For instance, many assume ‘education’ to be analogous with ‘courses’ which, while many libraries do offer courses of all types, this activity is not particularly core to what libraries actually do.
3. ***Libraries are for preserving and/or promoting community culture:*** The cultural role of libraries is supported through the country governance. The cultural role for libraries is also fought with problems because it pits them into competition with museums, symphonies, archives, concert halls that are more closely tied to cultural development and yet offer services that involve the development of culture rather than the storage of it. The cultural role for libraries is largely a supportive one at best and does not speak to the value a library has in the community.
4. ***Other roles:*** The identity of libraries are so tied to their communities that there is no end of roles for them. The reality is that the purpose of a library depends heavily on the culture, location and structure of its community. Libraries, especially public libraries, are extremely adaptive to community needs and can play the role of ‘catch all’ where other institutions such as hospitals, universities and schools really struggle to play such a role.

Apart from the above purposes, the following are the other purposes of library to:

- ❖ Look at their communities to determine needs.
- ❖ Apply encouragement and leadership to the community to see if they can meet their own needs.
- ❖ Point to and promote community assets (including books, meeting rooms etc.) when they can be helpful.
- ❖ Continue to grow.

## **Self Assessment**

Fill in the blanks:

10. Current libraries continue to offer ..... as a key service.
11. The ..... role of libraries is supported through the country governance.
12. The reality is that the purpose of a library depends heavily on the culture, location and structure of its .....

**Notes**

## **1.5 Functions of Library**

Quality, but not the quantity, of service enhances the prestige and usefulness of a library. Unless the national library is allowed to concentrate on the function, the nation will fail to conserve for posterity a complete collection of its recorded information. The studies, research and development on all national subjects will certainly deteriorate in their quality unless a country has a complete collection of information on that specific region and its ancient thoughts. A library is also the only centre to which, normally all requests for information about the nation will be addressed not only from inside but also from outside the country. So a library, which does not have accessibility to the complete collection of recorded information about the nation, will be a disgrace to the country. A country like India with limited resources and huge collections of its own, recorded knowledge on all branches of knowledge should build up its library only as a special collection on the nation. That is, a complete collection of documents originating in the country and documents on the country, originating elsewhere. The functions of library are as follows:

- To acquire and conserve the whole of the national production of documents utilizing the existing library facilities fully.
- To collect all the documents concerning that nation published throughout the world, irrespective of language of publication.
- To build up a complete collection, self-sufficient on all aspects, of all subjects related to its country.
- To store information on the nation, minutely and fully catalogued; classified and arranged which should be capable of answering any enquiry about the country.
- To take the full responsibility for ensuring that a copy of the whole of national production of documents is preserved in its original form. It does not matter whether it is stored in one place or at different institutions. A library is also responsible for compiling and publishing national bibliographies; current and retrospective, and coordinating bibliographical work in general.
- To provide facilities to enable a required document, an extract or information, translated into the regional language of a user if required.
- To extend its services to all the citizens of the country. It should be organized in such a way that people from all over the country find no difficulty in approaching it.
- To provide information about its collection and the ways of using it through all educational and cultural institutions of the nation.
- To enable the people to use the national library through all other institutions from any part of the country.
- To provide leadership among the nation's libraries. It should coordinate co-operative activities between the public libraries, university libraries and special libraries for dissemination of knowledge.
- To be responsible for ensuring that a country gets all foreign literature it requires, especially on the latest developments in the fields of science and technology without any time gap.
- To display permanent and changing exhibitions of collections to the public, including borrowed collections.
- To provide cultural, literary and educational activities, geared towards the general public as well as specific audiences, including students.

- To maintain and operate an infrastructure that allows, among other things, suitable study, documentation, storage, preservation, presentation and research conditions.

**Notes**

*Task* Critically examine how quality enhances the status and effectiveness of a library science.

## Self Assessment

State whether the following statements are true or false:

13. A library is also the only centre to which, normally all requests for information about the nation will be addressed only from inside the country.
14. Quantity of service enhances the prestige and usefulness of a library.
15. A country with limited resources and huge collections of its own, recorded knowledge on all branches of knowledge should build up its library only as a special collection on the nation.



*Case Study*

### **Library Visits and Consultation**

The primary focus of a library is service. It is widely recognized that service quality and consumer satisfaction are essential for retaining current consumers and attracting new ones. The traditional method of measuring the quality of an academic library in quantifiable terms of its collection and use does not offer an indication of the quality of service, and new ways to measure quality in libraries have emerged during the past decade. Although every teacher and research scholar now have ready access to online resources, the role of the traditional documents is still important.

Significant studies have been conducted on the use of libraries by students, research scholars, and faculty members. Jorosi (2006) looked at information needs and information seeking behaviours of Small and Medium-sized Enterprise (SME) managers in Botswana's manufacturing industry, using a self-administered questionnaire. The key findings of the study are that SME managers devote a significant amount of time to active information-seeking and spend an average of five hours per week seeking information on customer and competition information.

Bouazza and Mufaraji (2005) looked at school library use by teachers, finding that 36 per cent use the library Once a week, while and 32 per cent rarely use the library. Similarly, Shokeen and Kaushik (2002), who looked at the information-seeking behaviour of social scientists, found that a large majority of respondents visited the library daily and a significant number twice a week. Singh (2002) conducted a study on faculty members at the University of Delhi. He found that 36 per cent visit the library to prepare notes for teaching, and that nearly 60 per cent visit the library two-to-four times a week. Lohar and Kumbar (2002) found that a majority of respondents visit the library to consult textbooks or reference books and to read newspapers and popular magazines. Nearly 70 per cent consulted the library catalogue. A comprehensive study by Rajagopal (1989) found that 80 per cent of

*Contd....*

**Notes**

users use the library more than once a week, with more than three-quarters not satisfied with the arrangement of reading material on the shelves, and 83 per cent not satisfied with the collection.

**Chi-square Showing Frequency of Library Visits****Table 1: Gender**

Gender	Total	Daily	Once a week	2 to 3 times a week	Once a month	2 to 3 times a month	c2	df	P
Male	797	327	142	259	36	33	14.65	4	.005
Female	327	105	80	101	25	16			

Table 1 highlights the frequency of visits to the library made by the male and female respondents. The 327 males (41.03 per cent) and 105 females (32.11 per cent) visit the library daily, 142 males (17.82 per cent) and 80 females (24.46 per cent) visit Once a week; 259 males (32.5 per cent) and 101 females (30.89 per cent) visit 2 to 3 times a week; 36 males (4.52 per cent) and 25 females (7.65 per cent) visit once a month; 33 males (4.14 per cent) and 16 females (4.89 per cent) visit the library 2 to 3 times a month. The Table 1 shows that all the respondents visit the library regularly; however, the frequency differs among the respondents. The c<sup>2</sup> value of frequency of visits x males and females is 14.62 and the degrees of freedom (df) are 4. The probability (p) is significant at .005, showing that male respondents visited more frequently than females.

**Table 2: Age**

Age-group	Total	Daily	Once a week	2 to 3 times a week	Once a month	2 to 3 times a month	c2	df	P
25-30	680	316	106	208	33	17	86.77	20	.000
31-35	162	50	39	57	7	9			
36-40	105	29	27	33	10	6			
41-45	89	28	22	24	4	11			
46-50	41	4	14	19	2	2			
50+	47	5	14	19	5	4			

A total of 316 respondents (46.47 per cent) age 25-30 visit the library daily, followed by the 28 respondents (31.46 per cent) age 41-45. Nineteen respondents (46.34 per cent) age 46-50, and the same number (40.43 per cent) in age 50+ visit the library once a week. Five respondents (10.64 per cent) age 50+ and 10 (9.52 per cent) respondents age 36-40 visit the library 2-3 times a month. The c<sup>2</sup> value of age x visit is 86.77 and the degrees of freedom (df) are 20. The probability (p) is highly significant. It is found that the respondents of age 25-30 visit the library more often than the other groups, which form the major part of the research scholars in the universities. This factor is further proved by the analysis of the data in Table 3.

**Table 3: Respondent Categories**

Respondents	Total	Daily	Once a week	2 to 3 times a week	Once a month	2 to 3 times a month	c2	df	P
Teachers	485	128	125	163	35	34	69.55	8	.000
Research Scholars	639	304	97	197	26	15			

It is noted that 304 (47.57 per cent) research scholars and 128 (26.39 per cent) teachers visit the library daily. Even though both research scholars and teachers visit the library, the frequency of their visits varies. The c<sup>2</sup> value is 69.55; the degrees of freedom (df) are 8 and the value of probability (p) is highly significant. Research scholars visit the library significantly more frequently than teachers.

Contd....

**Notes****Table 4: Subjects**

Subjects	Total	Daily	Once a week	2 to 3 times a week	Once a month	2 to 3 times a month	c2	df	P
Social Sciences	189	81	30	67	5	6	84.83	20	.000
Pure Sciences	565	168	126	196	43	32			
Humanities	64	28	6	28		2			
Engineering	22	8	5	5	4				
Agriculture	247	138	44	51	7	7			
Veterinary	37	9	11	13	2	2			

Agriculture has the highest number of respondents visiting the library daily with 38 (55.87 per cent) respondents, followed by humanities and social Sciences with 28 (43.75 per cent) and 81 (42.86 per cent) respondents respectively. Visiting 2-3 times a week is chosen in by a higher number in humanities with 28 (43.75 per cent), followed by veterinary and social sciences with 13 (35.14 per cent) and 67 (35.45 per cent) respondents respectively, further followed by pure sciences with 196 (34.69 per cent). Once a week visits to the library is higher among the veterinary group, followed by engineering and pure sciences with 11 (29.73 per cent), 5 (22.73 per cent), and 126 (22.30 per cent) respondents respectively. The c 2 value is 84.83 and the degrees of freedom (df) are 20. The value of Probability (p) is highly significant.

**Table 5: Universities**

University	Total	Daily	Once a week	2 to 3 times a week	Once a month	2 to 3 times a month	c2	df	P
HPU	107	67	16	23	1		208	56	.000
Y.S. Parmar	106	81	17	8					
CSKKVV	100	31	23	40	4	2			
PU	100	34	20	34	9	3			
PAU	100	36	23	28	8	5			
GNDU	104	18	29	41	7	9			
Pbi.Univ.	49	11	13	15	7	3			
JMI	80	27	21	24	5	3			
JNU	65	16	10	27	4	8			
DU	45	23	4	15	3				
GGSIPU	25	10	5	8	1	1			
CCSHAU	100	40	19	32	1	8			
KUK	59	12	7	28	6	6			
MDU	41	17	4	18	2				
GJU	43	9	11	19	3	1			

In almost all the universities, daily visitors are the most numerous, except in CSKKVV, GNDU, Pbi. Univ., JNU, KUK and GJU, in which users prefer to visit 2-3 times a week. The highest number of daily visitors is in YS Parmar Univ. with 81 (76.42 per cent) respondents, followed by HPU in which it with 62.62 per cent. The c 2 value of universities x the frequency of visit to the library is 208.04 and the degrees of freedom are 56. The c 2 value is very significant. Respondents from all the universities under study are frequent visitors to the library, except HPU, YS Parmar, DU and MDU.

The result shows that in the time of technological advancement, where the Internet is easily available to every individual, respondents still visit the library regularly; however, the frequency of visits differs among respondents. Respondents age 25-30 visits the library more often than other groups, and form the major part of the research scholars in the universities. The respondents of all the universities under study are frequent library

*Contd....*

<b>Notes</b>	visitors, with the exception of a few institutions. Respondents from agriculture discipline are the most frequent library visitors, followed by those from humanities and social sciences.
	<b>Questions:</b> <ol style="list-style-type: none"><li>1. Write down the case facts.</li><li>2. What do you infer from it?</li></ol>

*Source:* <http://www.webpages.uidaho.edu/~mbolin/chetansharma.pdf>

## **1.6 Summary**

- Libraries are collections of books and other media.
- Library science is an interdisciplinary or multidisciplinary field that applies the practices, perspectives, and tools of management, information technology, education, and other areas to libraries; the collection, organization, preservation, and dissemination of information resources; and the political economy of information.
- There is no generally agreed-upon distinction between the terms library science, librarianship, and library and information science.
- A library is organized for use and maintained by a public body, an institution, a corporation, or a private individual.
- The first libraries were only partly libraries, and stored most of the unpublished records, which are usually viewed as archives.
- The first college to be started in this country is the Fort William College in 1800.
- The Asiatic society of Bengal that was established at Calcutta in 1784 started building up a good research library since its inception.
- The great contribution of UNESCO towards the library profession in India is that it gave it an international status and the first time started the first pilot project by establishing the Delhi Public Library in October 1951.
- A library plays a very important role in promoting the progress of knowledge.
- The cultural role of libraries is supported through the country governance.

## **1.7 Keywords**

***Academic Libraries:*** An academic library is a library that is attached to an academic institution above the secondary level, serving the teaching and research needs of students and staff.

***Committee:*** A committee is a group of people who take on the responsibility of managing a community group, voluntary organisation, charity, trust or social enterprise.

***Culture:*** Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.

***Documents:*** Something tangible that records communication or facts with the help of marks, words, or symbols.

**Library Science:** Library science is an interdisciplinary or multidisciplinary field that applies the practices, perspectives, and tools of management, information technology, education, and other areas to libraries; the collection, organization, preservation, and dissemination of information resources; and the political economy of information.

**Notes**

**Manuscripts:** A manuscript is any document written by hand, as opposed to being printed or reproduced in some other way.

**Public Libraries:** A public library is a library that is accessible by the general public and is generally funded from public sources (such as taxes) and operated by civil servants.

**Quality:** The standard of something as measured against other things of a similar kind.

**Research Libraries:** A research library is a library which contains an in-depth collection of material on one or several subjects.

**Union:** A union is an organized group of workers who come together to make decisions about the conditions of their work.

## **1.8 Review Questions**

1. What do you understand by library science?
2. Discuss the medieval cycle of 17th century in library science.
3. Highlight the period of Modern Cycle till the 19th century.
4. Describe the role of individual.
5. Explain the role of Union and State Government.
6. Discuss the role of UNESCO.
7. "A library plays a very important role in promoting the progress of knowledge." Elucidate.
8. Explain with the reason how library is a very important place in the society.
9. Discuss the purpose of a library.
10. Describe the functions of library.

## **Answers: Self Assessment**

- |              |                                   |
|--------------|-----------------------------------|
| 1. False     | 2. True                           |
| 3. True      | 4. Calcutta                       |
| 5. 1907      | 6. Maharaja Sayajirao Gaekwad III |
| 7. True      | 8. False                          |
| 9. True      | 10. The Lending of Books          |
| 11. Cultural | 12. Community                     |
| 13. False    | 14. False                         |
| 15. True     |                                   |

**Notes**

**1.9 Further Readings**



*Books*

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<http://eprints.rclis.org/7471/1/ILM.pdf>

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## Unit 2: Laws of Library Science

Notes

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- 2.7 Summary
- 2.8 Keywords
- 2.9 Review Questions
- 2.10 Further Readings

**Notes**

**Objectives**

After studying this unit, you will be able to:

- Explain an overview of Laws of Library Science
- Discuss the First Law “Books are for Use”
- Describe the Second Law “Every Reader His/Her Book”
- Discuss the Third Law “Every Book Its Reader”
- Explain the Fourth Law “Save the Time of the Reader”
- Describe the Fifth Law “Library is a Growing Organism”

**Introduction**

In the previous unit, we dealt with the definition, history, need, purpose and functions of Library Science. Ranganathan's Five Laws of Library Science are a set of norms, precepts and guides to good practices in librarianship. Ranganathan also published a book entitled “Five Laws of Library Science”. It described the five laws of library science and their implications. The essence of this work is that books are meant for use and user is the prime factor, his time must be saved. These laws are also valid guides to practices in the wider area of documentation and information systems and services. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the five laws of library science.

**2.1 Laws of Library Science: An Overview**

According to Shiyali Ramamrita Ranganathan considered by librarians all over India as the father of library science, “*there can be no doubt however, that there are certain essential principles underlying the management of library according to the present days' need and conception*”. Ranganathan expounded these principles in a systematic form and reduced them to five cardinal principles. He has developed all these rules of library organization and management as the necessary implication and inevitable corollaries of his five laws.

In the context of library science, Dr. S. R. Ranganathan conceived the five laws of library science in 1924. The statement embodying these laws were formulated i.e. the laws took the final form in 1928 and a detailed account of these laws and their implication were published in the form of a book in 1931 by Bombay Asia Publishing House (This is also the year in which Melville Dewey passed away). Most librarians worldwide accept them as the foundations of their philosophy.

The five laws of library science are:

1. Books are for use.
2. Every reader his/her book (i.e. books are for all).
3. Every book its reader (i.e. every book in a library must find its reader)
4. Save the time of the reader (i.e. a user is supposed to be a busy person. So his/her time must be saved). Corollary: Save the time of the staff.
5. Library is a growing organism (A library always grows in terms of document i.e. book, reader or user and staff).



*Did u know?* Ranganathan at first formulated the statement of four laws only, Laws 2-5 in the present state. The first law emerged last from the casual hint provided by his professor E. B. Ross.

### Notes

## 2.1.1 Need of the Laws of Library and Information Science

In the past, before the formulation of library science laws there was no evidence of an overall view of libraries. It looked as if future development were totally unpredictable. By proposing the laws Ranganathan solved the problem. The basic needs of the laws of library science are given below:

- **Give Pressure at the Subconscious Level to Work:** Scientific methods are applicable equally in both natural and social sciences. The only difference lies in the status of the basic principles. These were hypotheses in the natural science and normative principles in the social sciences.
- **Helps Library Science to Become an Independent Subject:** A subject cannot stand in its position unless some fundamental laws are not attached to it, so by proposing the laws Ranganathan put the first stone in this direction.
- **Denote Library Practices:** Laws of library science contain in a latest form all the library practices of the past and the present and those which are likely to be evolved in the future.
- **Serve as a Higher Court:** These laws are applicable to any problem in the areas of library science, library service and library practice.



*Example:* In case of conflict between canons, an appeal is made to the five laws of library science to resolve the conflict.

- **Boundary Condition:** Laws of library science locate the boundary condition within which the librarian might work.

## 2.1.2 Usefulness of the Five Laws

Usefulness of the five laws is as follows:

- **Act as Fundamental Laws:** The five laws of library science are fundamental laws of library and information science and are applicable to any problem in the areas of library science, library service and library practice. Five laws are guiding norms; these are the verified principles applicable everywhere in the library world.
- **Help in Deriving Canon, Principles and Postulates:** With the help of these five laws of Library Science we can derive canons, principles and postulates applicable in different fields of library and information science. These fundamental laws will serve as a source of inspiration and guidance in the years to come.
- **Resolve Conflict Between Canons:** The laws of library science help in solving any conflict that may arise during the functioning of libraries. The five laws serve as a higher court.



*Caution* So in case of conflict between canons of cataloguing, classification etc., an appeal is made to the five laws of library science to resolve the conflict.

- Notes**
- **Guiding Rules:** The laws of library science guide the staff in decision making about what is right and what is wrong in a given situation. As such Ranganathan's five laws of library science have found universal acceptance as Pentagon of Library Philosophy.

### **2.1.3 Variants of the Five Laws of LIS**

According to Ranganathan's own words "One is the generalization of the concept 'Book' this has been emphasized in recent years in the term document", so Ranganathan later on in his "Documentation and its Facets" reformulated the laws as:

- Documents are for use.
- Every reader his/her document.
- Every document its reader.
- Save the time of the reader.
- Library is a growing organism.

In 1998, librarian Michael Gorman (past president of the American Library Association, 2005-2006), recommended the following laws in addition to Ranganathan's five in his small book, "Our Singular Strengths":

- Libraries serve humanity.
- Respect all forms by which knowledge is communicated.
- Use technology intelligently to enhance service.
- Protect free access to knowledge.
- Honour the past and create the future.

In 2004, librarian Alireza Noruzi recommended applying Ranganathan's laws to the web in his paper, "Application of Ranganathan's Laws to the Web"

- Web resources are for use.
- Every user his or her web resource.
- Every web resource its user.
- Save the time of the user.
- The Web is a growing organism.

### **Self Assessment**

State whether the following statements are true or false:

1. Library is a growing organism.
2. The laws of library science cannot help in solving any conflict.
3. Scientific methods are applicable only in social sciences.

### **2.2 First Law "Books are for Use"**

You may think that the law "Books are for use" is an obvious and self-evident statement. But it is not. This will become evident if we examine the history of the use of books in libraries.

The earlier accent was on the preservation of books rather than on their use. It was the common practice in the medieval monastic libraries in Europe to have books chained to the shelves so that they could be preserved and not get lost in the process of being used. This was only a normal urge at a time when books were difficult to produce. This habit somehow continued even after the invention of printing which facilitated the easy production of several copies of each book. Although isolated examples of reluctance to permit the unrestricted use of books can be occasionally seen even today, the general position is that books are available for use without any let or hindrance. All policies relating to a library should be helpful in promoting the objective of books being put to the maximum use. Let us now examine the implications of this law in library work.

**Notes**

1. **Location:** The first law has several messages for library work. If you are choosing a library building, you have to keep the message of this law in mind. The message is that it should be located at a central place where it is convenient to reach. It will be a discouragement to people to use books if they have to walk a long distance to reach them. At the same time, the location should be as free from noise and other disturbances as possible so that serious study is possible. The location of a public library should be in as quiet a central area as possible. A school library should be located at a prominent place in the school where the students will take easy notice of it, so too a college library.



*Notes* The description of a university library as the heart of the university should be reflected in its geographical location also. The point to be kept in view is the easy accessibility of the library to its users.

2. **Library Hours:** Another implication of this law is that the library hours should be convenient to users. Many libraries in our country do not pay heed to this message. School libraries, college libraries and public libraries are particularly careless in this matter, for many of them are kept open when their clientele are engaged otherwise and are not able to visit the library.
3. **Library Building and Furniture:** The first law demands that proper attention should be paid to the planning and designing of the library building and to the various items of furniture provided in the building. The building should be functional and at the same time aesthetic. The furniture should also be functional and attractive. If the racks on which the books are kept are too high and the books on the top shelves cannot be easily reached, the use of books becomes difficult. The furniture used in children's libraries should be specially designed for children keeping in view the goal of the promotion of the use of books. The furniture should be attractive and comfortable so that users will feel tempted to frequent the library.
4. **Staff:** The first law, for its fulfilment, calls for certain qualifications and qualities for the library staff. They should possess the qualifications that would enable them to organise the library efficiently and provide satisfactory services. This would ensure the proper use of books. But more important than formal qualifications are perhaps the personal qualities of the library staff. They should be courteous, cheerful and helpful. "Service with a smile" should be the motto. The staff should always remember that everything that they do in the library is a means towards an end and the end is service to readers. If a potential library user encounters an unhelpful attitude on the part of any member of the staff, he is sure to turn away permanently from the library. The result is that the cause of the First Law is not served. The credibility of the staff, in respect of their knowledge, ability and personal attitude to readers; is a crucial factor in the promotion of the use of books.

**Notes**

**Self Assessment**

Fill in the blanks:

4. The first law has several ..... for library work.
5. The staff should always remember that everything that they do in the library is a means towards an end and the end is service to .....
6. The ..... should be attractive and comfortable so that users will feel tempted to frequent the library.

### **2.3 Second Law “Every Reader His/Her Book”**

Every reader his/her book is the Second Law of library science. A variant of this law is, “Books for All”. This law stands for the mandatory provision of library service to each according to his need. Every reader of a library should have the books he wants. It advocates the universalisation and democratisation of library service. In the earlier days, only a privileged few belonging to the aristocracy and the upper classes of society were given access to libraries and books. The masses were kept out. But with the advent of democracy, which ensured participation of every citizen in governance, the position drastically changed. Democracy, for its sustenance and survival, needs an educated, knowledgeable and responsible citizenry. So, education and the acquisition of knowledge, through whatever institution possible, became a basic right of all citizens without any distinction whatsoever. Hence the law, “Every Reader His/Her Book” or ‘Books are for all.’

#### **2.3.1 Implications of the Second Law**

Education for all means books for all. Education and acquisition of knowledge becomes a basic right for every citizen. This imposes certain obligations on the state, the library authorities, the library staff and the users. The second law imposes certain obligations on the state, the library authority of the state, the library staff and the reader.

- (a) ***Obligation of the State:*** It is an obligation of the state to develop and maintain a library system that is capable of providing adequate library service to all the people. This is preferably done through legislation which should make provision for the financial support of the library system and the coordination of the activities of its different units. A goal should be set for the type of library system and services best suited for a society and the legislation should be so framed that it would serve as an effective means for achieving the goal. Finance is always a bottleneck for library development and the aim should be to derive the maximum output in the form of library services with the available limited financial input.



*Notes* The library system envisaged here through legislation is a public library system which is available for use by all. But a public library system by itself will not be able to make available to every reader the books that he wants. In fact as far as students, teachers and researchers are concerned; its role in fulfilling the Second Law would be marginal. Therefore, the state has also the responsibility of establishing other types of libraries like school libraries, college libraries, university libraries and special libraries.

- (b) ***Obligation of the Library Authority:*** As far as the library authority is concerned, its obligations necessitated by the Second Law are mostly in respect of (a) choice of books, and (b) choice of staff.

- ❖ *Choice of Books:* No library has ever enough funds to buy all the books that it needs. Hence, the need for selection arises. This has to be done judiciously so that the available funds are utilised for the purchase of the most relevant and wanted books. The library should leave nothing undone to ascertain the book requirements of its clientele and accordingly formulate the selection and acquisition policy. In fact, systematic user surveys are conducted by modern libraries to ascertain the book requirements of their clientele in order to frame their policy of selection and acquisition. It is enough at this point to know that user studies are important to determine user requirements for books so as to build up a suitable collection in a library. To buy a book that has no suitable or potential demand, in preference to a book that is in demand, is a violation of the Second Law.
- ❖ *Choice of Staff:* The Second Law, like the First Law, has implications for staff. An adequate and competent team of staff is essential to conform to the Second Law and provide every reader his book. A reader should be able to exploit the entire resources of a library, which are relevant to his needs and in this exercise he has to be actively helped by the staff. In the absence of such help the chances are that he will not be able to locate a good number of books that he wants. Frequently a library finds itself in such a predicament, where users are not served for want of adequate and competent staff. The Second Law dictates that this should not happen and that the library authority should not grudge making provision for the required staff which would eliminate such situations.

**Notes**

- (c) *Obligations of the Staff:* But, it is not enough if the library authority just makes adequate and competent staff available. They have to be constantly conscious of the second law in their work and conduct and be guided by its message.

The Second Law emphasises the need for a reference service by the staff. Here they have to make an effort to understand their readers and their book requirements and help them get the books which they want. There may be several books of interest to a reader in the library, but the user may not be aware of some of them. So book service should not be limited to making available only the books demanded by readers. The Second Law demands that the user be served with comprehensive information of materials of his interest. Reference service is an effective means of ensuring that the reader gains access to all the books of possible interest to him held by the library.

Sometimes the material and matter of interest to a reader may be contained in a chapter or in a few pages of a book. He may not consider the book as of interest to him and may not look it up in the normal course. Therefore, there is every chance of the reader missing such matter. To avoid such a situation, the library-catalogue should have profuse subject analytical or cross reference entries which would draw the attention of readers to the relevant contents of books in which they are interested.



*Notes* The word "book" in 'every reader his/her book' also refers to micro-documents like articles in periodicals. In the present context of the massive production of literature in each branch of knowledge and its wide scattering in different sources, searching the relevant literature has become a difficult and complex task. The Second Law demands of the staff give active help to readers to locate and use such literature with the help of tools like bibliographies, indexing and abstracting services, etc.

- (d) *Obligations of the Reader:* The reader also has certain responsibilities cast on him by the second law. It particularly wants him to observe the library rules in respect of loan and use

**Notes**

of books. If a reader retains a book beyond the period of loan, he is depriving other readers who may want to use the book. There are readers who misplace books with a view to monopolise their use, tear off pages from books and even steal books. The result is a gross violation of the Second Law. The readers should be made conscious of the consequences of such acts through a programme of instruction in library use or user education as it is now commonly referred to. The Second Law strongly advocates user education programmes in libraries.

### **2.3.2 Resource Sharing**

Even with the best of efforts it will not be possible to make a library self-sufficient. There would hardly be any library that is capable of ensuring every reader his book. Even the most resourceful libraries of the world like the Library of Congress in Washington and the Lenin State Library in Moscow would be deficient in this respect. This indicates to the need for resource sharing among libraries. The resources of one library should be available to the other libraries brought into the resource sharing network. This can be practised at local, state, regional, national and international levels. Efforts are already on for promoting such resource sharing and other cooperative programmes under the auspices of national and international agencies. This is an important step in the direction of satisfying the Second Law.

### **Self Assessment**

State whether the following statements are true or false:

7. Every reader his/her book is the Second Law of library science.
8. Library has enough funds to buy all the books that it needs.
9. The reader also has certain responsibilities cast on him by the second law.

## **2.4 Third Law “Every Book Its Reader”**

The Third Law of library science is “Every Book its Reader”. As in the First Law, the approach here is from the angle of the book. Every book in a library should have a chance of finding its appropriate reader and of being used by him. Investment in unused books is a dead investment and a waste. This situation should be avoided.

### **2.4.1 Implications – Open Access**

The most effective way of satisfying the third law is to introduce an arrangement in which the books have a chance of catching the attention of readers. In the open access system, this is possible. In this system, books are arranged in shelves in the classified order and readers have freedom of access to them. In the course of the readers' browsing through the shelves, they may come across books of interest to them the existence of which they may not be aware of. The chances of readers noticing the books and reading them are enhanced by the open access system. The third law, therefore, definitely advocates open access.

To make the open access system work in full conformity with the third law, the staff and readers of the library have certain responsibilities and obligations vested in them. The classified arrangement of books, i.e., the arrangement of books in the order of their relationship with particular subject should be constantly maintained. This means that shelf rectification, i.e., restoring the misplaced books to their correct place, should be done by the staff on a regular basis. They should also provide shelf guides, bay guides, etc., which would guide the readers to their appropriate regions and shelves in the stack room.

**Notes**

Readers also should conduct themselves with a sense of responsibility. They should not try to shelf the books once taken out because in that process they are likely to misplace the books. They should resist the temptation to misplace books deliberately, mutilate or steal books or indulge in other unsocial activities.



*Did u know?* Open access, if practised in a balanced and orderly manner so that its advantages outweigh the disadvantages, contributes to the fulfilment of the third law.

The advantages of open access to library shelves provide an opportunity to users to get access to other books in the library kept along with the particular book in which the user may be interested. In this process of browsing, he gets, not only more information about books in his field of interest, but also in related fields. The opportunity of browsing is not available to a user in a closed access library.

The disadvantages of open access are that books get quite often placed on shelves by readers. This may deny other users the benefit of browsing. Unsocial activities, such as tearing pages from books, stealing or deliberate hiding of books may cause problems. Although, this unsocial behaviour of some users can be controlled, it cannot be totally eliminated. However, the advantages of open access, viz., meeting a primary objective of library service, outweigh the disadvantages.

#### 2.4.2 Implications – Services

Following are the implications of services in library science:

- ***Lists of New Additions:*** A list of books newly added to the library should be regularly compiled and distributed. This will be helpful in bringing such books to the notice of their potential users.
- ***Display of New Books:*** The newly added books should be displayed prominently in the library so that they catch the attention of readers and are read by those who are interested in them.
- ***Book Exhibition:*** Periodical exhibitions of books, which have a bearing on topical themes also, enhance the chances of books finding their readers. Even with the best attention paid to book selection, there are bound to be books remaining unused in a library. This may be partly due to the fact that the books do not come to the notice of readers. So an occasional exhibition of such unused books might prove useful in their catching the attention of readers and in getting used.

#### 2.4.3 Implications – The Library Catalogue

Like the second law, the third law also demands a well-designed catalogue, meeting all the approaches of readers through added entries and by reference service.

#### Self Assessment

Fill in the blanks:

10. .... in unused books is a dead investment and a waste.
11. Readers also should conduct themselves with a sense of .....
12. The opportunity of ..... is not available to a user in a closed access library.

Notes

## **2.5 Fourth Law “Save the Time of the Reader”**

Readers coming to the library are busy people and they should not be made to wait longer than necessary to get their needs met. They should get an exact and fast service from the library. If they develop a sense of waste of time in the library, they are likely to avoid coming to the library. In many individuals, intellectual interest may exist only momentarily and, unless it is satisfied at the moment of its existence, it may vanish. Hence, the importance of the law “saves the time of the reader”. The implications of the fourth law are as follows:

### **2.5.1 Implications – Open Access**

Like the third law, the fourth law advocates open access. In libraries where the closed system is practised, readers do not have access to books directly. They have to stand outside the stackroom and requisition the books they want. The procedure is that they prepare a list of the books they want after consulting the catalogue, and hand over the list to a member of the staff. He may bring some of the books asked for and report the non-availability of others. It may so happen that the reader, on actually seeing the books, may discover that none of them meets his needs. He will have to prepare another list and again wait. This trial and error process may have to be repeated several times and yet his needs may not be fully met. A lot of time is spent in these processes.

There is both objective time and subjective time which are wasted. Objective time is the time actually spent. Subjective time is the time that we feel we have spent. We may have waited for a bus only for ten minutes, but we may feel that we have waited for thirty minutes. That is subjective time. In the closed system, both subjective and objective time is involved. But in the open access system, the reader is engaged in handling and perusing the books himself and he is not conscious of the passage of time. So a lot of his subjective time is saved. If the books are properly arranged and there is no misplacement of books, his objective time is also saved. So, open access is an effective means of satisfying the fourth law.

### **2.5.2 Implications – Classification and Cataloguing**

Proper classification which would bring together books on a specific subject and also related subjects, a catalogue designed to meet the various approaches of readers, a reference service and stack room guides are all basic tools for securing fulfilment of this law.



*Caution* Adoption of an acquisition system that would ensure the speedy procurement of books and periodicals is also necessitated by this law.

### **2.5.3 Implications – Charging System**

An important library operation which was not mentioned in the context of the earlier laws, but which has great relevance for this law, is the loan of books, i.e., the charging system. The earlier practice in libraries was to enter all books lent out in a register and their return to be, recorded in the same register. There are some libraries still following this system. Needless to say, this is a time consuming process and shows that the library is not paying due respect to the fourth law. It is as a result of efforts to simplify this process and to reduce the time involved in the operation that modern issue systems like the ticket system, photo charging system and computerised charging system have been evolved. In these modern systems, there is substantial reduction of time in the issue and return processes which the fourth law strongly advocates.

## **Self Assessment**

## **Notes**

State whether the following statements are true or false:

13. Objective time is the time that we feel we have spent.
14. In the modern systems, there is substantial reduction of time in the issue and return processes which the fourth law strongly advocates.
15. In libraries where the closed system is practised, readers access to books directly.

## **2.6 Fifth Law “Library is a Growing Organism”**

The fifth law states “Library is a growing organism”. Note that the word used is “organism” and not “organisation”. This is significant, for it underlines the characteristics of the library as a living institutional organism.

In a living organism, the growth is of two kinds; viz., child growth and adult growth. Child growth is chiefly characterised by growth in physical dimensions and it is fast and visible. But in the case of adults, the growth is mainly in the nature of replacement of cells. It is a kind of internal qualitative change and growth that may not be visible.

It is important that we do not conceive of the library as a static entity, but as a dynamic growing entity. This has to be kept in view and its implications properly grasped and provided for from the time of the starting of a library so that its growth is not withheld due to lack of forethought and planning.



*Example:* A notable example of this is the work of librarian and former president of the American Library Association, Michael Gorman. Gorman adapted and reinterpreted Ranganathan’s five laws of librarianship in order to make them relevant to the digital age.

Known as Gorman’s Eight Central Values of Librarianship, the key principles are as follows:

1. ***Stewardship:*** Librarians play a key role in preserving human records for future generations and must pass on their best values to future professionals.
2. ***Service:*** Gorman stresses the duty of librarians to serve individuals, communities and societies through a combination of empathy, professional skills, and personal dedication.
3. ***Intellectual freedom:*** Librarians must fight to protect free expression of thought, even if the ideas concerned contradict the librarian’s own personal convictions.
4. ***Privacy:*** The freedom to access whatever materials an individual wishes, without the knowledge or interference of others.
5. ***Rationalism:*** This principle is a key foundation of library procedures, and should encourage the logical classification and organization of stock.
6. ***Commitment to literacy and learning:*** Reading is of central importance to literacy and lifelong learning.
7. ***Equity of access:*** Gorman argues that the digital divide is only one manifestation of social inequality and that all library services have a role to play in providing equity of access.
8. ***Democracy:*** Gorman describes libraries as democratic institutions. If people are to exercise good judgment when electing their leaders and representatives, then they need to be highly informed and have regular access to written records.

- Notes** Gorman later expanded on these theories with his Five New Laws of Librarianship:
1. ***Libraries serve humanity:*** This law covers the assistance of individuals and implies a desire to provide a quality service which exceeds the user's expectations.
  2. ***Respect all forms by which knowledge is communicated:*** Gorman advocates the use of various forms of knowledge and information.
  3. ***Use technology intelligently to enhance service librarians:*** Gorman suggests that librarians embrace technological advances, although print-on-paper remains the primary medium for the communication of knowledge. Technology should be utilized to improve services, solve problems, and achieve cost-effectiveness.
  4. ***Protect free access to knowledge:*** Allowing the records of the past to disappear is a form of censorship, which goes against a librarian's belief and job description.
  5. ***Honour the past and create the future:*** Gorman advocates the need to balance nostalgia for a pre-digital past with the need to embrace new technologies if they greatly enhance the library service.

The basic components of a library are (i) the book stock, (ii) the staff, (iii) the readers, and (iv) the physical infrastructure, i.e., the building, furniture and equipment. When we say that a library grows, what we mean is that each of these components grows.

### **2.6.1 Implications – Book Stock**

Let us first examine the implications of the growth of book collection. In the initial stages, the growth of the book stock including periodicals would be fast. This has its impact on the sizes of the stack room, the catalogue cabinet and the catalogue room and the number of racks for accommodating books. All these will necessarily have to grow in number and/or in physical dimensions. Also, as the book stock grows and the newly added books are interpolated in the classified arrangement, there will be constant movement of books on the shelves. This would necessitate relabeling of shelves periodically. The stack room guides also will need to be periodically replaced by new ones to indicate the correct position of the changed arrangement of books.

### **2.6.2 Implications – Readers**

The readers of the library are also bound to grow especially in a library that functions in keeping with the spirit of the first law of library science. This means that more space will be required.

### **2.6.3 Implications – Staff**

Corresponding to the increase in book collection and the number of readers, new services will have to be introduced. Depending on the nature and interests of readers, the services will also have to be diversified. The reference service will have to be intensified. New information services backed by modern technology will have to be introduced. There will be a quantitative increase in administrative work and services and a qualitative diversification of services. These would necessitate an increase of staff at different levels both in the quantitative and qualitative sense.

#### **2.6.4 Implications – Classification and the Catalogue**

Notes

One important implication of the increasing intake of books on a variety of new subjects is that the classification scheme adopted should be hospitable to the subjects. It should not be that subjects of different degrees of depth should share the same class number. If they do, retrieval of books on the same subject would become difficult. The growth factor of a library also points to the need for a catalogue, like the card catalogue, which would permit the interpolation of entries.

#### **2.6.5 Implications – Modernisation**

Libraries, especially the large ones, which grow fast in their size and services, may have to think of computerisation of the various house keeping jobs like the acquisition, circulation, cataloguing, etc., of books libraries.

#### **2.6.6 Implications – Provision for the Future**

Another important message of the physical growth of the library is that while planning and designing a library building there should be provision for the expansion of the building both horizontally and vertically. The need for more space often arises much sooner than anticipated and the lack of provision for expansion would block its development.

#### **2.6.7 Implications – Weeding out of Books**

Reference was made earlier to the development of a library, similar to that of an adult. This development should include weeding out of obsolete and unwanted books and adding new ones which are relevant and useful. Some librarians hold the view that after a stage of development, the number of books weeded out will equal the number of books added. This view gives rise to the concept of a self-renewing library. Although this may not be entirely true, there is no doubt that the rate of growth would come down after a certain stage when the weeding out of books becomes a regular feature.

Weeding out need not necessarily mean the discarding of books. It only means the removal of the books from a library where their relevance has ceased in order to make room for current and relevant books. Such books may be stored where they are available for occasional use. Different libraries in one area can store such books at a central place. This can be one of the areas of cooperation among libraries.



*Task* Critically analyse how education in library science varies from country to country. Compare and contrast the education in library science in the United States and Canada.

#### **Self Assessment**

Fill in the blanks:

16. .... growth is chiefly characterised by growth in physical dimensions.
17. The readers of the library are also bound to grow especially in a library that functions in keeping with the spirit of the ..... law of library science.
18. .... need not necessarily mean the discarding of books.

Notes



Case Study

## Facilitating Scientific Research with Library Services

**S**cientific communication has changed because of rapid advances in information technology, which has also changed the pace of scientific developments. Traditional information services are no longer sufficient to meet researchers' complex needs and expectations. Librarians have the challenge of striking a balance between the enormous growth in scholarly literature and technological advancements in information technology.

### **The Institute**

The Institute for Plasma Research (IPR) was founded in 1982 and is a premiere physics research institute of the Department of Atomic Energy, Government of India. Its research is in a very specialized subject field, plasma physics, also known as the fourth state of matter.

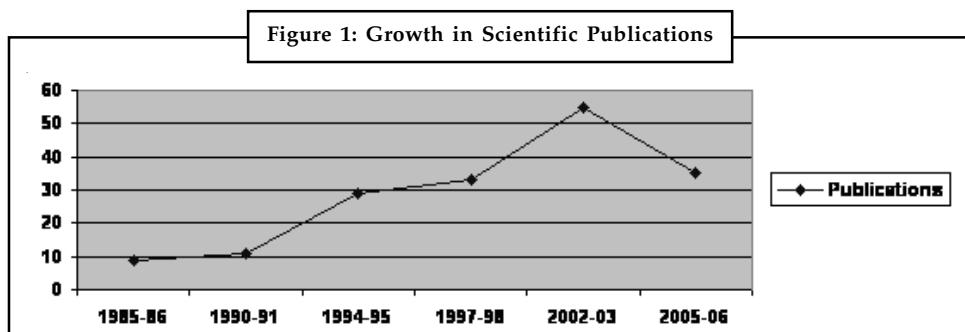
IPR is involved in various aspects of plasma science, including basic plasma physics, magnetically-confined hot plasmas, and plasma technologies for industrial applications. Apart from basic research, the institute is building a Steady State Superconducting Tokamak (SST-1). IPR is now the Indian representative of the International Thermonuclear Experimental Reactor (ITER).

### **Community and Information Needs**

IPR's user community includes scientists, engineers, and researchers involved in plasma science and engineering. Their information requirements are complex and varied.

### **IPR Library**

IPR has a state-of-the-art library. It provides guidance to other libraries. The rich collection, versatile staff, innovative services, soothing ambience, and atmosphere of intellectual freedom provide an environment that is conducive to scientific research. The success of a research institution can be measured by its output of scholarly publications. The figure below shows the growth of scientific publications at IPR.

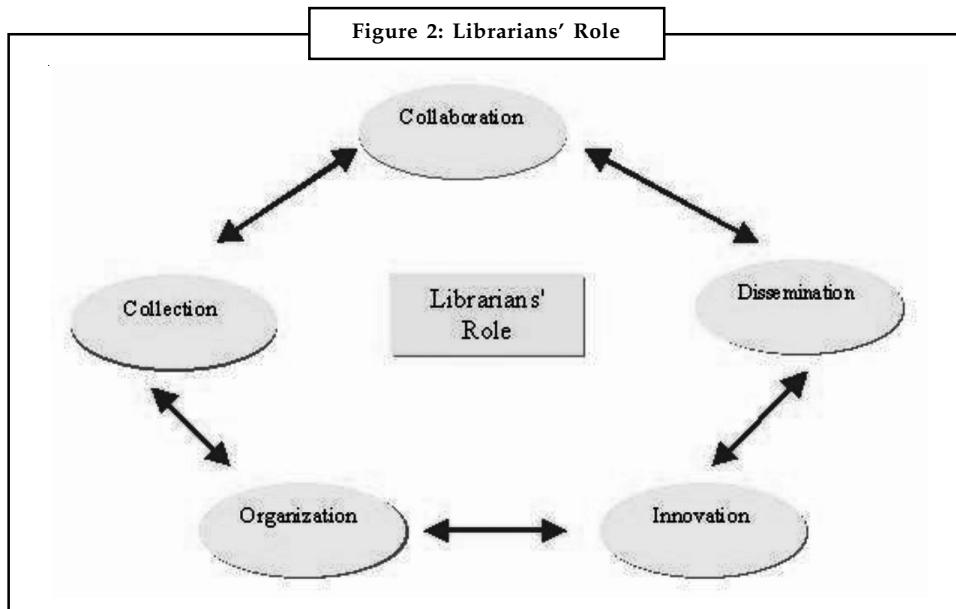


### **The Role of Librarians**

The research librarian is crucial to the research process in any organization.

*Contd....*

Notes



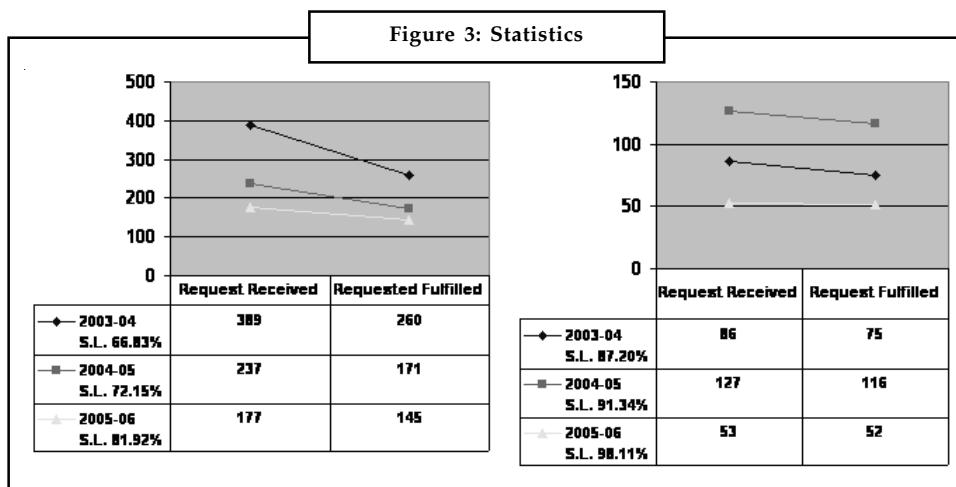
### **Collaboration**

No library is sufficient to meet the needs of all researchers, and must collaborate with others.

#### **Collaboration with other Libraries**

We collaborate with other libraries through Inter-Library Loan. Apart from the local libraries like Physical Research Laboratory (PRL), Space Applications Center (SAC), Dhirubhai Ambani Institute of Information Technology and Communication Technology (DA-IICT), Ahmedabad Textile Industry's Research Association (ATIRA), etc., we also co-operate with other major Indian research libraries such as Bhabha Atomic Research Centre (BARC), CAT, Tata Institute of Fundamental Research (TIFR), Indian Institute of Technology (IIT), etc. to meet our information requirements.

The figure below shows recent statistics.



S.L. = Satisfaction Level

*Contd....*

**Notes****Collaboration with Publishers/Vendors**

Collaboration with publishers and vendors is essential, because they are a good source of information. We collaborate with journal publishers, book vendors and digital/online information suppliers to get the latest information resources in the field.

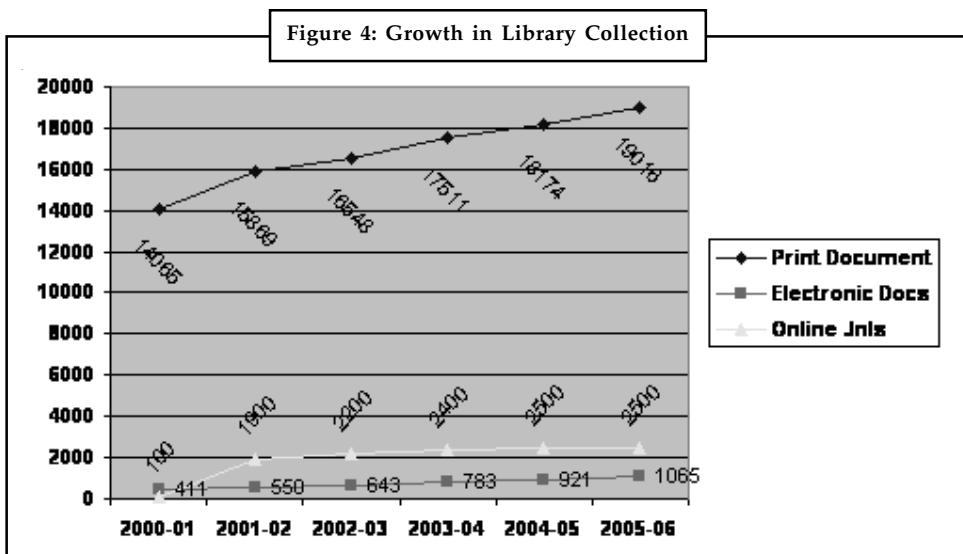
We arrange books exhibitions at the Institute by inviting vendors to exhibit their publications so that our scholarly community can select books to enrich the library's collection. We also arrange online product demonstrations, e.g., Elsevier's SCOPUS, to make users aware of products, contents, search capabilities, etc.

**Collaboration with Computer Centre**

The computer centre plays an important role in any research institution, and collaboration with the computer centre is important for uninterrupted user services.

**Collection**

The library is a growing organism, and Ranganathan's fifth law of library science is pertinent here. The total collection is more than 32,000 volumes, which includes books, bound volumes, and reports. We ensure systematic collection development by selecting resources judiciously. We have more than 1,100 e-documents in the form of CDs, DVDs and floppy disks. Access to e-journals beginning in 1998-99 was a great boon to the scientific community, but it was access to ScienceDirect through DAE Consortium beginning in 2001-2002, which presently gives access to more than 2,200 e-journals, has had a huge impact. It has allowed the scholars to swim in the ocean of scholarly literature.

**Organization**

Well-organized collections are the foundation for library services. Librarians are uniquely equipped to organize information resources. "Every Reader his/her Book" and "Every Book its Reader," the second and third laws of library science, are applied here. We organize information resources to connect the user with information without delay. The standard techniques of cataloguing and classification are followed to make documents easily accessible. Orientation services and library guides help users maximize usage.

*Contd....*

**Innovation**

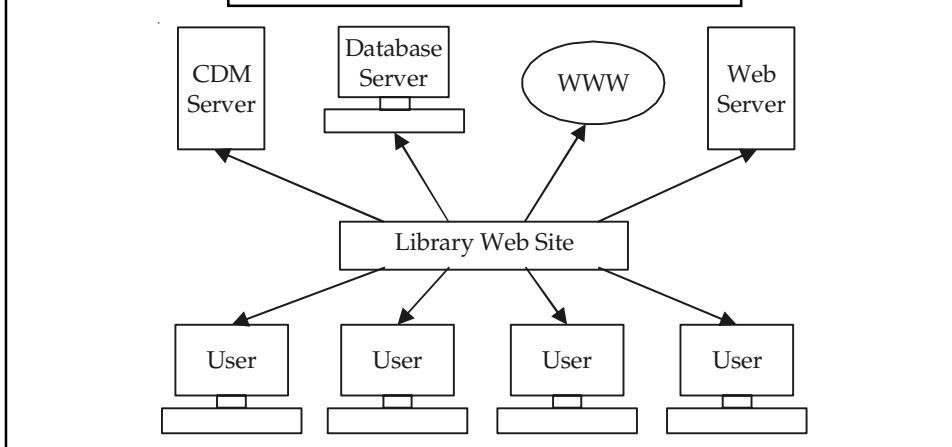
With advancements in information technology and proliferation of electronic information sources, librarians can innovate by manipulating the electronic information to make it more usable. We have ways of allowing the researcher to use information directly in the research process. One example is the repackaging of information in alert services, as well as customization. For example, the ScienceDirect User Guide was customized to meet our users' particular needs. We have digitized local knowledge resources such as preprints, reprints, theses and dissertations, etc., to provide online access.

**Dissemination**

Systematic dissemination of information is a key element in the success of any library. Understanding the research process of an organization is important for effectively disseminating appropriate information. In the IPR Library, information is disseminated in print and electronic form, although most information is disseminated online. The user gets almost all information both as bibliographic citations and as full text, through a single platform. Information is disseminated both in anticipation and on demand.

The Library has designed a comprehensive website that serves as a gateway to plasma information. It provides links to the OPAC, electronic journals, local resources, web resources, etc. The resources are classified and arranged in such a way that the user is easily connected to the information. The library website gets heavy use from the scientific community. Figure 5 shows how the different resources are integrated.

**Figure 5: Screen Shots of IPR Library Website**



We are continuously trying to enhance our knowledge and create new and innovative services to contribute more effectively to the research output of the organization. Our role has been recognized by the IPR administration, which provide encouragement and support the environment that is needed to explore creative ideas and new dimensions of information dissemination.

**Notes**

*Contd....*

**Notes**

**Questions:**

1. Write down the case facts.
2. What do you infer from it?

Source: <http://www.webpages.uidaho.edu/~mbolin/das-pathak.htm>

## **2.7 Summary**

### **Notes**

- The five laws of library science are the mainsprings from which all library activities emerge.
- The five laws of library science are fundamental laws of library science, which provide the rationale for a unifying theory of library science.
- Dr. Ranganathan's vision and his five laws implicitly or explicitly will continue to spur and stimulate wide dissemination of information and the education of the masses through expansion of libraries and information networks as open schools and universities.
- With the help of these laws, we may derive postulates, canons and principles applicable in different field of library and information science and are useful in the teaching of different branches of library science.
- They constitute the basic philosophy of library science and of librarianship. They help us to find a rationale for everything that we do or should do in a library.
- These laws have made an impact on the growth and development of theory and practice and will provide source of inspiration and guidance in the years to come.
- They keep us constantly alert to the new methods and practices that we should introduce in order that the library may serve its community better.
- Collectively and severally they constitute a yardstick for testing the validity of everything done in relation to a library.
- Their potentiality for innovativeness in library and information service is infinite.
- The five laws have been reinterpreted in the changing context of information.
- The implications of each law clearly indicate their validity and usefulness in the expanding role of information in national development.
- The five laws fit into the modern framework of an information society.
- The five laws have been interpreted in the changing context of information.
- Every student, teacher of library science and the librarian must follow these laws in its true spirit and context.

## **2.8 Keywords**

**Books:** A packaged carrier of information and knowledge.

**Discarding:** Get rid of (someone or something) as no longer useful or desirable.

**Growing Organism:** A biological phenomenon indicating growth, not necessarily indicated externally.

**Implications:** A meaning or consequence implied by an action or statement.

**Information:** A recorded message, irrespective of physical form or content.

**Information Society:** A society in which the central instrument of change, force and direction is information and knowledge.

**Knowledge:** Organised information irrespective of the form physical.

<b>Notes</b>	<p><b>Library Catalogue:</b> A library catalogue (or library catalogue) is a register of all bibliographic items found in a library or group of libraries, such as a network of libraries at several locations.</p> <p><b>Open Access (OA):</b> Open access is the practice of providing unrestricted access via the Internet to peer-reviewed scholarly research.</p> <p><b>Operation:</b> A plan that details how a business will use its production resources to meet its goals</p> <p><b>Periodicals:</b> Periodicals are publications which are issued at regular intervals, such as journals, magazines, and newspapers.</p> <p><b>Reader/User:</b> A person using the resources of a library; a customer of information and information institutions.</p> <p><b>Reference:</b> References usually come at the end of a text (essay or research report) and should contain only those works cited within the text.</p>
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## **2.9 Review Questions**

1. Discuss the contribution made by Dr. Shiyali Ramamrita Ranganathan.
2. What are the basic needs of the laws of library science?
3. Describe the usefulness of the Five Laws.
4. Explain the variants of the Five Laws of LIS.
5. Discuss the implications of first law in library work.
6. Describe some of the obligations imposed by second law.
7. Write brief note on resource sharing.
8. What is the most effective way of satisfying the third law?
9. Discuss some of the implications of services in library science.
10. Explain the implications of the charging system.
11. Describe some of the basic components of a library.

## **Answers: Self Assessment**

- |                    |                 |
|--------------------|-----------------|
| 1. True            | 2. False        |
| 3. False           | 4. Messages     |
| 5. Readers         | 6. Furniture    |
| 7. True            | 8. False        |
| 9. True            | 10. Investment  |
| 11. Responsibility | 12. Browsing    |
| 13. False          | 14. True        |
| 15. False          | 16. Child       |
| 17. First          | 18. Weeding out |

## **2.10 Further Readings**

### **Notes**



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## **Unit 3: Place of Library in Dissemination of Information**

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### **Objectives**

After studying this unit, you will be able to:

- Explain the library and the changing society
- Discuss the changing role of library in socio-economic development
- Describe Library and Education
- Discuss Library and Recreation

### **Introduction**

In the previous unit, we dealt with the five laws of library science. Libraries, through their books, are actually repositories of information and knowledge. Information is indispensable for any human activity aiming at social progress. The researcher, the teacher, the student, the

administrator, the industrial and business manager, the artisan, the entrepreneur, the farmer, the worker in the factory and the field, all need information to equip, themselves better for the fruitful pursuit of their respective vocations. The basic information role of the library is to collect material containing information through appropriate methods. It is primarily in this sense that a library is described as an information centre. But a library also has an information role in the sense of providing information relating to the socio-economic needs of the people. Similarly, well-produced "how-to-do-it" type of books would be helpful in providing guidance to youngsters wanting to start some enterprise. In short, a library should be so equipped and organised that it will be able to serve its community with all types of information that may be in actual or potential demand. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the changing role of library in socio-economic development along with the role of education and recreation in dissemination the information in library.

**Notes**

### **3.1 Library and the Changing Society**

In this section, we shall study the expanding dimensions of libraries due to unprecedented transformation of the society. Several factors are responsible for these changes. Consequently libraries also are undergoing a very drastic transformation in all aspects of their growth.

#### **3.1.1 Dimensions of Change**

The changes that are occurring in different facets of human life in modern society can be seen in the following aspects:

- Pressures exerted by the population explosion, particularly in India, produce societal pressures through increasing urbanization, mobility of population, group dynamics, etc.
- Socio-economic changes affect occupational patterns, incomes, prices, value, inflation, growth dynamics, and economic developments at the macro and micro levels.
- Political changes affect political structures and systems, political parties, their growths, the activities of members of parliament and state assemblies, power structures, etc.
- Educational changes affect learning and teaching processes at all levels of education, learning and teaching materials, educational technologies, etc.
- Research and development in the scientific and technological fields, the social sciences, and the humanities, lead to the creation of new knowledge, innovation, diffusion, dissemination, distribution and use, etc.
- Industry and business are affected by changes in production and distribution, technology transfer, assessment and application, marketing and sales, etc.
- In trade and commerce, import and export, international trade and commerce, multinational trade impact, etc., are affected.
- Government and administration are affected through changes in planning, policy-making, governance, execution and management, etc.
- Cultural changes take place in the fine arts and music, in the show business, in films, satellite TV, etc.

The above facets of contemporary human life are merely to illustrate some of the more conspicuous factors that have brought about rapid changes in society.

**Notes** The information and knowledge aspects that permeate the entire fabric of contemporary life can be broadly grouped under three categories as given below:

Literature-oriented	Management	Current affairs
Learning and teaching	High productivity	News analysis,
Research and development	Strategic planning	comments on current
Publications-research	Operation and control	events, activities and
Monograph	Decision-making	personalities relating to
Periodicals		everyone of the facets
Technical reports	Feedback and evaluation	mentioned above.
	Performance rating	TV, broadcasting, video,
Theses and dissertations		etc
Scholarship	Others	
Innovation and invention		

Inputs to everyone of the activities, programmes, projects, etc., have to be made from all the above three broad categories, and have to be properly blended, amalgamated and integrated to meet specific requirements of use. Information technology indeed is applied to all processes, individually and collectively, to the three groups, to create a specific information database for storage and retrieval.

It is in this perspective that the entire field of information has to be viewed and understood. In each of the above categories of information, we are able to discern an information flow pattern, commencing from generation of information to processing, dissemination, storage, retrieval and utility of information. New institutional mechanisms are being set up with the introduction of structural innovation, application of information technologies, development of new methodologies and techniques for creating model innovative systems and services. All these aspects of the design and development of information systems and programmes are based on demand, need, use and utility.



*Caution* Users demand for information forms the fulcrum of the present day information system.

### 3.1.2 Expanding Role of the Library

All these factors have radically changed the conventional functions of the library. The new demands of users have to be met by several activities based upon documentation, information analysis, consolidation and repackaging, computer based information systems, etc. that have sprung up in the last 30 years. Many of these developments have also provided new opportunities for commercialisation of information products and services, thus paving the way for an information industry which is growing and flourishing steadily. These rapidly changing roles of the library have made an eminent information scientist to remark that "*in a metaphorical sense, we are moving from a Ptolemaic world with the library at the centre to a Copernican one with information at the centre and the library as one of its planets*" (Robert S. Taylor).

The above statement vividly brings out the changing dimensions of knowledge and information and the institutional mechanism to handle them. Now, information is at the centre, while earlier the library was at the centre.

**Notes**

Although the library essentially handles information and knowledge, the institutional mechanism to meet the demands of users in an information society has expanded by properly organising and operating many of the modern information systems and services.

**Self Assessment**

State whether the following statements are true or false:

1. Political changes affect by changes in production and distribution, technology transfer, assessment and application.
2. Now, information is at the centre, while earlier the library was at the centre.
3. New institutional mechanisms are being set up with the introduction of structural innovation.
4. Educational changes take place in the fine arts and music.

### **3.2 Changing Role of Library in Socio-economic Development**

Information systems, at any level of complexity, necessarily involve technologies such as printing, telecommunications, or computers. However, to Library and Information Science, technical potentialities and constraints are of importance mainly in that they affect the social relations concerned.

Any study of social relations must itself be conducted in the light of assumptions about the nature of these relations. These assumptions will control what aspects of communication will be selected for analysis. Our assumptions can be expressed as follows:

- Each individual person, group, organization, or other element occupies a certain social position, and enters into varied social relations with other persons, groups, organizations, etc.
- Each individual undergoes a lifelong change in his social position and social relations, associated with childhood, maturity, and old age, and with career.
- Each group or organization undergoes a similar development, change in activities, personnel, internal structure, social position, and social relations.
- Society, as a whole, is similarly changing in evolutionary fashion (that is, changing cumulatively to a state previously unknown, not just in a fluctuating or cyclical fashion). The structure of society and the interrelations of its elements are therefore continually altering.

Some consequences of these assumptions can be set out. Firstly, since communication of information is essentially a social act, we may expect it to be affected by many aspects of the social positions of the participants (source, recipient, and channel). It is unlikely that an analysis confined to the unit act itself will give us full understanding. It is necessary to explore what social influences affect information resources and wants, channels and their availability, and other aspects of the transfer process.

Secondly, we may expect that the communication behaviour of each resource or recipient will depend strongly on the stage he has reached in his life and career development, and that it will

**Notes** change continually as his social position and environment changes. Similarly, it is likely that the communication activity of a group or organization will be related to the stage that the ensemble has reached in its development.

Thirdly, we may expect to find a continually evolving pattern of informative communication within society as a whole, strongly dependent on changes in the underlying social structure and relationships.

### **3.2.1 Aspects of Industrial Society**

The characteristic features of life in an industrial society are obvious enough. Most of us live – or have lived – in a nuclear family group, visited from time to time by more distant kin. We meet friends and acquaintances on social occasions. Some of us join associations to indulge special interests – sports, music, politics, etc. To earn a living, we mostly work in organizations – commercial, industrial, education, administrative, etc.

We are acutely aware of the great variety of occupations to which the social division of labour has led.



*Example:* Our daily lives bring us into contact with many other organizations - shops, schools, the post office, gas and electricity supply, transport services, departments of local and national government, the police, health and welfare services, trades unions and professional associations, banks, solicitors, insurance companies and estate agents. We receive the outputs of organizations concerned with communications – the press, publishing, and broadcasting.

We are aware that the multiplicity of individuals, groups, associations, and organizations is interdependent, that there is a continual flow of money, goods, energy, information, people and other resources between them – a flow without which the life of society cannot exist. Even a local and temporary disruption of a service (such as the electricity supply or the buses), or a strike by doctors, can cause social havoc, and we are continually oppressed by the fear of widespread and long-term economic or political crisis.

This interdependence, to a degree, enforces cooperation and accommodation between the multiplicities of interests, but we know that the result is no heavenly harmony. All the interests are also, to a degree, competing, in conflict. Individuals may compete for jobs or for status in their social groups and associations. Economic organizations and services compete for a share in the market. Government departments compete for limited budget resources. Within industrial organizations, the broader conflict between capital and labour may be observed.



*Did u know?* At the global level, competition and conflict among nations is far more evident than intermittent cooperation.

We are also increasingly aware that the dynamic interweaving of flow processes that constitute society is not a 'steady state', with an unchanging overall pattern. Every association and organization in society seems to be growing or declining, developing or decaying, in continual change. Almost every year sees building of a new nation state and, sometimes the disappearance of an old one. Organizations are created, merged, divided, or go bankrupt. Their relative strengths, status, and influence continually alter. Overall, as well as random perturbations and cyclical oscillations, the flow patterns display secular trends – slow or dramatic changes in particular directors. These upheavals are, in part, initiated by perpetual innovation – the production of new goods and services, the introduction of new techniques, new styles of behaviour, new ideas. The innovations are themselves, in part, a consequence of increase in the speed, extend, and variety of information available to individuals and communities.

One effect of social change on the individual is increased social mobility – changes of job and even of occupation, changes of residence and hence of neighbours, friends and associates, changes in income and status. Even if none of these apply, our work and leisure environments are steadily altering. The times are changing.

**Notes**

### **3.2.2 Context of Information Provision**

There is a widely held belief that the development of new information technology will lead to an all-round improvement in the public availability of information. Access to all kinds of information, including bibliographic references, factual and numeric data, directory information and full text, will be enhanced and extended. Furthermore, it is implied that the benefits of this will be generally distributed: everyone will have the opportunity to take advantage of the wider access to information which new technology can provide.

Unfortunately, there is no necessary reason why this should be the case. It can be argued more plausibly that the benefits of any technological advance are likely to be distributed rather unequally. Under these conditions, any existing unevenness in the distribution of the products or services, which the technology provides, can be expected to increase. Indeed, the ability of one group to appropriate the benefits of a particular new technology may lead to an absolute reduction in the availability of products or services for those groups still dependent on the old technology. Technological innovation, in other words, takes place within specific institutional, economic, and political environments, which determine the distribution of the benefits to be derived from that technology. In the case of information, therefore, it is quite possible that the development of new technology will only serve to widen the existing distance between the information rich and the information poor within a particular user community, or perhaps to change the identities of the rich and poor. This applies not only to individuals, of course, but also to broader social and functional groups, to those differently situated geographically, to different types of institutions, to specific countries, and ultimately to the relations between the developed and underdeveloped worlds.

What is the institutional and economic environment of information provision? As already noted, Librarians in Information Services (LIS) are mainly subsidized from public and institutional funds: for few of the services provided is a direct charge levied on recipients. LIS systems interact with the commercial world of publishers and booksellers and many are now reconciled to cost-recovery charges to users for interloans and photocopies, but the profession largely thinks of itself as providing a personal service to particular user communities. However, LIS is only part of a very much wider 'information universe' and this is predominantly a commercial world.

In social analysis, generally, the processing of information is no longer regarded simply as an ancillary (though necessary) accompaniment of more basic social activities. It is now seen as a substantial sector economic activity. For many decades, it has been customary to divide economic activity into three sectors: primary (extractive and agricultural industry), secondary (manufacture) and tertiary (services). The services have included transport, utilities (power, gas, electricity, and water), repair, personal services, wholesale, and retail trade. The proportion of economic activity devoted to the services sector has steadily grown in industrial societies.



*Notes* More recently, the procession of information has been identified as a quaternary sector.

**Notes** In the Western society, every sector of social activity is potentially a candidate for industrialization. This has long been evident in the tertiary services sector of the economy. The personally owned horse and buggy is replaced by trains, buses, aircraft, owned by large corporate enterprises, or by cars manufactured by similar enterprises. Coal fires, oil lamps, and garden wells are replaced by services from electricity, gas, and water utilities.



*Example:* The cobbler is replaced by the repairs division of a large department store.

The electricity, water, and gas services, for example, centralized and reorganized into public plants, directly service millions of consumers. However, the countless apparatuses which mediate these sources of energy to the final consumer, in turn, demand individual repairmen, plumbers, electricians, and tradesmen to fulfil their functions. These intermediate agents may later be centralized in turn. Large repair enterprises tend to displace the individual plumber, just as department stores push out the small shopkeeper. We may see analogies of these developments in the information fields.

Industrialization involves a number of characteristics. First, of course, is commercialization – monetary payment for services, access related to ability to pay, the need for cost recovery and profit margin, competition for a market. Driven by competition, commercial firms seek to widen their markets, to capture a greater proportion of potential customers, to spread into new geographical areas, to discover new specialized groups of customers, to diversify their products to match these specialized markets. All this means a perpetual drive to innovate as regards products, methods of production, and ways of presenting or ‘packaging’ products and this innovation involves the introduction of mechanization – to cheapen products and expand production. This, in turn, involves a constant tendency for production to increase in scale – by general expansion or by mergers between similar firms or firms in related areas.

All these tendencies are already present in the quaternary information sector of the economy and can be identified within libraries and information services – debates on library charges, outreach to new user groups, automation to cut costs, merging of services in the public and academic sectors. What is at issue here is this:

- Are these trends likely to be accelerated by a shift towards the electronic provision of information?
- What may be the consequence for LIS and their users?

### **3.2.3 Economics of Information Provision**

‘Information’ is a very unusual economic ‘good’. One peculiar attribute is that it can be given or sold by one person to another, without the giver or seller losing continued use of it (although a particular physical embodiment of the information – books, pamphlets, magnetic tape, or whatever – may have been handed over to the recipient).

Equally important is the fact that ‘information’ is not the name of a well-defined product with a clearly specified area of use. Information is relevant to almost every human activity; its contents and uses are as diverse as the activities to which it may contribute. To talk of the economics of information in general may not be very illuminating. Here we are concentrating on the economics of services that provide, or are based on, recorded information (whether printed or electronic).

A third characteristic arises from the second – because of its universal relevance, information transfer is often not an autonomous activity but is contributory to some other activity. We buy food or medicines to keep alive and healthy, but we do not necessarily buy books just to ‘keep informed’. There is certainly a proportion of information transfer for this purpose, but often the information is ancillary to solving a problem, taking a decision, working out an idea, helping a practical task.

What are some of the consequences of these characteristics?

**Notes**

- Because the giver is not a loser, information is often shared, informally and without charge, so that the transfer does not come into the economic marketplace. This undoubtedly contributes to the widespread belief that information should be 'free' unless there are non-economic reasons against this (such as national security client confidentiality, or a threat from a business competitor).
- Because information and the occasions on which it is needed are so diverse, it is a commodity about which there is likely to be much 'consumer ignorance' as to the best source. Although – and indeed because – there is a great variety of information sources, consumer knowledge of them is often very limited, and so there is little pressure on sources to be cost effective. (Among the economic conditions for 'perfect competition' is consumer treatment of all items on offer as equivalent. Since there is relatively limited substitutability among information items, competition among sources to provide 'best buys' occurs only within quite small groups of information products.)
- Because information transfer is so often secondary to another activity, its provision is often as a subsidiary to that activity and it is therefore subsidized. Industrial firms see information as leading to production and commercial benefits; educational institutions see libraries as contributing to teaching and research; government asserts the cultural benefit of public libraries. All these agencies treat information as a 'merit good' whose consumption is stimulated because it is believed to generate both individual and social benefits. Newman (as cited by Levitan, 1982) goes so far as to distinguish such goods as 'institutional information', separate from 'market-supplied information' customs, agreements, establishment in both private and public sectors, as well as information transferred in the course of production, research, and teaching.

We therefore see information as a commodity that is highly subsidised and with considerable consumer ignorance of the range and quality of its sources. The degree of specialization in provision leads to spatial restrictions – since only major contributions can maintain a range of specialized services the most widely dispersed general services – such as public libraries are, in effect, in a monopoly position, and indeed in relation to the particular communities they serve, most libraries are at least partial monopolies.



*Caution* Subsidy reduces the inequality of individual resources and thus helps to push demand up towards need; it increases individual benefit and social benefit.

However, together with monopolistic aspects, spatial restrictions, and consumer ignorance, subsidy reduces the pressure on sources to maximize efficiency so that the quality of provision is likely to be lower than it could be.

We are not going to attempt here any quantitative assessment of the extent to which provision of information achieves maximum social benefit. The data needed for such an assessment – and even agreement on ways to measure the benefits of information – is simply not available. What we do wish to explore is this: are there any indications as to whether a move from print on paper towards telematic access to electronic materials will increase or decrease social benefit, in general, and opportunity of access to information in particular?

### **3.2.4 Information as an Economic Resource**

Technological developments during the last twenty years are causing significant changes in the pattern of information provision. The technology has arisen from the coming together of data

**Notes** processing by digital computer, with electrical telecommunications. It is becoming fashionable to call this combination 'telematics'. Telematics – computers and communications – may be used for many purposes.



*Example:* Renewal of driving licenses, remote medical diagnosis, teleconferencing, credit transactions, airline reservations. Our particular concern is its use in the provision of information on demand, whether the information is bibliographic reference; a record of the availability of an item in a library, publisher's store, or database; a loan request or loan record; an acquisition order; directory information; factual data; full text; a facsimile; a computer program; or any other kind of recorded information that may be required. In this context, we may distinguish at least the functional components.

In all these functional areas, there has been, and are continuing, incessant development in the volume of facilities available and their cost performance, thus affecting the strengths of a society.



*Notes* Future memory devices (such as magnetic bubble memories, holographic stores, video discs, charge-coupled devices) may push the storage capacity to 1011 or even 1013 bits, reduce the access time to one microsecond or less, and accelerate the data transfer rate. At the user end of the telecommunication network, there are an ever-increasing number of terminals (to say nothing of the use of adapted television sets).

Much more programming capacity and memory (the two being loosely termed 'intelligence') is being built into terminals with cheap keyboards, printers, and local storage. Voice output and input are coming into use. Image transmission by videophone is developing.

The ever-increasing capacity of telecommunication channels is charted by Martin (1977, 1978). He indicates associated developments: a drop in the effect of distance on the cost of data transmission; easier and cheaper facsimile transmission of documents; cheap satellite links handling data and facsimile with facility. The lowered costs of data transmission are facilitated by developments of multiplexing and switching techniques to permit large-scale sharing of transmission channels. At the user end, one coaxial cable into the home or office could serve all transmission needs.

Databanks with 1013 bits of directly accessible storage are common. Such storage is used for photographs, drawing, and documents in image forms, as well as for digital data. Much telecommunication usage is for access to the numerous data banks rather than merely access to processing power, which could be obtained for local minicomputers. The cost of storing alphanumeric data in large electronic storage units is now much cheaper than storing the data on paper in filing cabinets, or even in the form of printed books. In addition, the cost per bit continues to fall. Information retrieval systems permitting a fast and efficient search of library databases – books, reports, corporate data, patents, legal documents, etc. – are now in common use.

Major advances have occurred in the digitization of facsimile images. (Character recognition techniques are employed for print, and other techniques for corporate logos and signatures.) Typical facsimile pages, which used to be compressed into 200000 bits, can now be compressed into 20000. LSI chips became available for this compression. Hence, many documents are stored and transmitted in 'non-coded' image form. A terabit (1012 bit) storage can store 50 million pages of documents in image form. Hence, massive information retrieval and library systems come into existence, many in government, which permit their users to carry out computerized searches for information.

A new generation (of people) is now dominant which can communicate with the computers with ease over the various transmission links. Programming is taught at an early age in schools, and most well educated persons under 30 can use one programming language fluently. The computer and software industries have spent much time and money in developing the 'man-machine interface' so that the terminals are usable by a greatest number of people. Nevertheless, some minds seem naturally at home with the new technology whereas for others it is a struggle. Some persons seem to have a built-in hostility to this form of communication, which is becoming so vital in society.

**Notes**

A person who is well adapted to the technology can carry out an amazing number of different functions from his home terminals. An ever-increasing world of computers, data banks, sound, film, and picture libraries is there to explore. Many authorities, however, still believe that the technology is only in its infancy. Certainly a vast amount of work lies ahead in building up the data banks, writing teaching programs, improving computer-assisted medical diagnosis, and so on, and using/providing information as a rich resource.

Digital library storages are now available which store 100 terabits (1014 bits) online. These stores are used in data processing applications, for storing vast libraries of documents (hundreds of millions of facsimile pages), for large online music libraries, or for holding up, to a thousand hours of randomly accessible television programmes. Intelligence and police agencies use such stores for holding up to a million hours of recorded telephone conversations or conversations from bugging devices. So it is clear that with the convergence of technology and information processing techniques, information is growing to be a rich economic resources be it an individual, organization or a nation.

### **Self Assessment**

Fill in the blanks:

5. .... systems involve technologies such as printing, telecommunications, or computers.
6. The technology has arisen from the coming together of data processing by ..... with electrical telecommunications.
7. A local and temporary disruption of a service can cause social havoc, and we are continually oppressed by the fear of widespread and long-term ..... crisis.
8. One effect of social change on the individual is increased social .....

### **3.3 Library and Education**

Education and library have been inseparables since centuries and civilizations. Evidences are plenty where library has been one integral part of all education, more so in the institutions of higher learning. In India, Nalanda and Takshashila Universities and even the gurukul type of education has highly dependent on their libraries. The Higher Education in India, during the last sixty years or so has been expanding primarily for social and political reasons rather than on economic and manpower considerations. On 28th December 1953, the University Grants Commission (UGC) was established in India. U.G.C brought out reforms in college education by relaxing several colleges from the rigid regimentation of traditional course structure.

As a result of the schemes initiated for restructuring courses in its Sixth Plan Development proposals, there has been a great expansion of libraries in most colleges on the development of library collection during the last twenty years. The UGC provided generous funds for purchase of reference books and textbooks as well as grants for library buildings. The UGC also sponsored

**Notes** the College Humanities and Social Science Programme (COHSSIP) and College Science Improvement Programme (COSIP). As a result, the classroom teaching using latest teaching methods and techniques, this provides exhaustive knowledge of the subject to the students. The UGC has also provided assistance for introducing community Service Scheme and Summer Institute for development of college libraries in India.

A well-established library with qualitative collection suitable for study and research is a sine-qua-non for modern higher education like in University. There are many college libraries, which provide education to the students up to graduation levels in order to achieve the objective of college education. College libraries should redesign their activities in such a way that they may prove to be significant partners in conservation of knowledge in the form of information.

Libraries of today have assumed a new role in modern society, by that they integrate educational technology, information and communication technology and the new media. The libraries since their existence have also adapted to changes that have influenced them from outside as well as within. The moveable type brought the first landmark change in the content of libraries. Since that time the libraries started acquiring new media and also a new role to support academic programmes of all educational Institutions. Libraries with changing media enhanced the needs and wants of the learners and the facilitators of learning – the teacher and the librarian. This implies, the changes seen in the education have definite impact and brought transformation in every domain of libraries. The knowledge resources of libraries have changed from time to time, the methods of handling have also undergone significant change, with the changing media and the users also adopted this process of continuous change.



*Did u know?* Needless to say the new media in which knowledge resources are emerging are equally accepted by the users of today.

In the late 1990s, the Internet became the life blood of information sharing not just for libraries, but for commerce, education, government and the general public. High-speed networking available created an efficient and fast way to move both text and graphics from one server to another in a matter of nanoseconds. The Internet is the most democratic, yet confusing information tool ever devised. On one hand, storage and access issues are eliminated, yet since anyone can place anything they want on the World Wide Web, users frequently find erroneous or false information and use it as "fact". While the Internet is a wonderful thing, it is not a substitute for the campus library, or more importantly, the librarian. Librarian's guide and teach students and other users how to find the best sources of information, whether print or online. In fact, most of the world's knowledge before 1970 does not appear on the Web in any organized or holistic fashion.

Briefly speaking education aims at (i) the imparting of knowledge and skills; (ii) the inculcation of values; and (iii) the imparting of vocational skills.

There is both formal and non-formal education. Formal education is the one that an individual attains by enrolling himself in an educational institution like a school or a college or a university and through constant teacher-student contacts. In non-formal education, there is no such institutional base for education; you educate yourself through courses offered by distance education mode, with the help of either other methods of learning or through self-study.

### **3.3.1 Formal Education**

Every institution of formal education; be it a school, a college or a university, should have a library attached to it. It should have a collection of books relevant to its courses of study. Students should be encouraged to read books and imbibe the knowledge contained in them.

At the earlier stages of education like the school this should be done to supplement classroom teaching. At later stages, particularly in colleges and universities, the focal point of learning should gradually shift from the classroom to the library. It is through the extensive reading of a variety of books bearing on a subject that a student will be able to acquire in-depth knowledge of the subject. By being able to analyse and compare different viewpoints as expounded in different books, a student will be able to develop his capacity for analytical and critical thinking. This will enable him to formulate independent viewpoints and opinions. The role of the library in fostering the intellectual development of students cannot be over-emphasised.

**Notes**

Apart from school, college and university libraries, the public libraries too have a responsibility to support formal education. For this purpose, the public library must stock books and other material of an academic nature suitable for students and teachers of educational institutions in its area and make the books, etc., available to them. It must be remembered in this context that a public library should serve everyone in its community and it should not ignore the requirements of teachers and students who form part of the community.

### **3.3.2 Non-formal Education**

In non-formal education where the help of the teacher is minimal, it is the library that is the main resource. Students here have, by and large, to acquire knowledge through self-study. Libraries of formal educational institutions as well as public libraries have a significant role to play in this respect: The former should throw open their facilities to students of non-formal education in such a manner that the interests of their primary clientele are not adversely affected. Universities, as the bodies lay down academic standards and conduct examinations in the field of higher education, have a special responsibility in this regard. They should try to make their library services reach as wide a clientele as possible including students of non-formal education. One way to make this possible is to establish branch libraries of the main university library at different places within its jurisdiction and making them accessible to the entire academic community in the area including students of non-formal education.

But the main responsibility of supporting non-formal education rests with the public library system. Everyone should have access as a matter of right to the public library. A public library should try to discharge this responsibility by acquiring books and journals suited to the needs of the students of non-formal education in its area. The development of a sound public library system is an essential prerequisite for the successful implementation of all non-formal educational programmes.



*Notes* If the library needs of the students of non-formal education are not met by academic and public libraries, the result would be that the students would take to cheap guide books. The inevitable consequence of this substitute will be a steep fall in the standards of education.

### **3.3.3 Education of Illiterates**

If one is an illiterate person, do you think that he/she is unable to get the benefits of education? Not at all. Literacy is only a means of education, not education-itself. It is, no doubt, the most important means, and not having it is a serious handicap. But we have today many other effective means that modern technology has brought into existence. The audio-visual media, especially the video tape, have made it possible for education to be brought to your doorstep. It is a special responsibility of the public library to work for the education of the illiterate people in its community through such media. It should also organise learning clubs and other

<b>Notes</b>	programmes of oral communication for educating its illiterate clientele. The public library's important role in this regard and the need to prepare it adequately to discharge its role should never be lost sight of.
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### **3.3.4 Education of Working Groups**

The library has an educational role in another sense also. It should stock books relevant to the needs of people engaged in different vocations in its area. By reading such books they will become better informed and educated in their areas of work and will be able to increase their work efficiency. This will lead to greater productivity. The public library has to play a contributory role here also.

### **3.3.5 Education of Physically Handicapped**

The establishment of educational institutions for physically handicapped persons is a special and mandatory responsibility of society and the government. Appropriate learning and teaching materials are acquired by these types of institutions, such as books and other types of learning kits for the blind, in addition to other physical facilities. Libraries attached to these institutions have the responsibility of stocking these types of library material and help these unfortunate persons use them and thus get them educated and rehabilitated in society.

### **Self Assessment**

State whether the following statements are true or false:

9. Education and library have been inseparables since centuries and civilizations.
10. On 29th December 1963 the University Grants Commission (UGC) was established in India.
11. In formal education where the help of the teacher is minimal, it is the library that is the main resource.
12. Literacy is only a means of education, not education -itself.

## **3.4 Library and Recreation**

The library should cater to the recreational needs of its users by stocking books suited for the purpose. Novels and other forms of literature, works of art, books of travels, biographies, popular magazines, etc., are primarily books of recreation and they should have a place in every library. Besides, libraries, especially public libraries, should organise programmes of healthy recreation and entertainment like the performing arts, musical concerts, etc.

All over the world libraries are dedicated to providing free and equitable access to information for all, is it in written, electronic or audio-visual form. They play a key role in creating literate environments and promoting literacy by offering relevant and attractive reading material for all ages and all literacy levels and by offering adult and family literacy classes. They embrace the social responsibility to offer services that bridge social, political and economic barriers, and traditionally make a special effort to extend their services to marginalized people. Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world.

The positive impact of books and access to secondary reading materials on reading achievement, creativity, developing language skills and sustaining literacy has been widely acknowledged. Libraries are also custodians of the local and national culture by storing popular and academic knowledge and material for current and future generations. Public libraries play the most important role worldwide in helping to bridge the information gap by providing free access to information and communication technologies, particularly the Internet. They are inclusive in that they build bridges between individuals at the local level and the global level of knowledge. In industrialised countries, access to modern information technology is currently one of the most attractive library services.

**Notes**

Libraries, increasingly in co-operation with other community organisations, offer a varying amount of activities including author readings, creative writing classes, introductions to information and communication technologies and the Internet, reading groups, exhibitions, and summer reading programs, study support, discussion groups and art classes such as drama, poetry and song. The list is endless and activities over the decades show the flexibility of library services to address the needs of the community.

For the younger children, the library provides an important opportunity for them to learn how to behave respectfully in such settings. It also provides them with a peaceful place to read story books, with the help of older youth if needed. Youth are able to develop a greater sense of responsibility by acting as library monitors. These youth ensure that books are checked out and returned systematically, and assist in maintaining the overall organization of the library. The aim for the future is to have internet enabled laptops or desktops in the library, so that the youth do not get left behind in the technological whirlwind racing through societies at an ever-increasing speed. Through learning how to conduct internet research, a whole world of opportunities will open for these youth and their global knowledge and awareness will expand immensely. Youth will gain valuable computer skills and can use the computers to complete their school work or conduct educational research.



*Did u know?* In August 2009, the D.A.A.N. Foundation started a youth centre in the village of Hawala. It helped youth with their school work, worked on the overall capacity building of the youth, and enhanced their awareness of their role and responsibilities within the community as a child, youth and eventually an adult. Over time, it was realised that some of the older youth were taking immense interest in the centre and were coming on a regular basis. These youth were developing into responsible individuals and showing an interest in taking care of the centre. So it is decided to create a library to engender a sense of ownership and pride for these youth and provide them with an education-oriented atmosphere.

In this library, the older youth (mostly in the 10-18 years age group) have the freedom to explore and expand their knowledge of the world. There are books on general knowledge, fiction books, and educational reference books in both English and Hindi.

From time to time, it also conducts life skills development trainings, as well as art and creativity workshops. Some trainings and workshops will be conducted by the local villagers. In this way, it strengthens ties in the community and hand down the local knowledge to the next generation. Other trainings will be conducted by specialists from the city. International visitors and those who are volunteering in India can also contribute and share their skills here, acting as a bridge between east and west. When international travellers share their knowledge, and thoughts with our village youth, a unique reciprocal relationship is formed. The youth have a rare opportunity to gain insight into the western culture and way of thinking, while foreign visitors will learn about a totally different way of living and being. Everyone learns, everyone smiles, and the world seems like a smaller, friendlier place.

**Notes**



**Task** List out some of the recreational needs which the library should cater to its readers by stocking books suited for the purpose.

### **Self Assessment**

Fill in the blanks:

13. The library should cater to the recreational needs of its users by ..... books suited for the purpose.
14. Youth are able to develop a greater sense of responsibility by acting as library .....
15. .... libraries play the most important role worldwide in helping to bridge the information gap by providing free access to information and communication technologies. Public.



**Case Study**

### **Issues in Library Consortia in India**

**T**he exact date of the introduction of the term “Library Consortia” is not clear, but the concept of consortia as being an association or partnership has long been a principle of librarianship. The published literature indicates that the concept is not new and it refers to co-operation, co-ordination and collaboration between libraries for the purpose of sharing information resources. However, libraries had not used it widely until 1980s.

A consortium is said to be a co-operative arrangement among groups or institutions or an association or society. Consortia are commonly formed to increase the purchasing capacity of the collaborating institutions, to expand the resource availability and to offer automated services. In other words, it is described as a group of organizations whose purpose is to collectively facilitate and support the work of a service program in ways that add material and human resources beyond those available to each organization/individual.

Consortia may be formed at a local, regional, national or international level, on a functional or format basis, or on subject basis. Majority of the libraries particularly in developing countries are thinking today about the co-operative purchasing for any group of libraries. Thus, Consortia are constituted for often being useful for establishing a formal structure regarding resource sharing with formal agreement by each participant library.

Several factors call for the adoption of consortium among libraries. Some of the major factors are given below:

1. **Literature Explosion:** The voluminous growth of literature has made it impossible for a library to attain self-sufficiency. Library materials, which have grown exponentially in many forms and formats like books, periodicals, research papers and non-book materials have made it beyond the control of a library to acquire all the materials which are being produced. It is estimated that new information grows about 30% per annum. The world's total yearly production of print, film, optical, and magnetic content would thus require roughly 1.5 billion gigabytes of storage. This is the equivalent of 250 gigabytes for each man, woman, and child on earth.

*Contd....*

2. **Limited Finance:** Crunching funds is another factor has lead libraries to go for consortia development activities. Libraries are finding it hard to maintain the subscription to even for core journals due to ever increasing cost of the journal subscription especially international ones by Indian Universities which is even less than 300 titles, whereas the average number of journals subscribed by the western countries is much higher. For example, there is an increase in the budget of periodicals in University of Pune library by 5%, but yet this library has to reduce the number of titles subscribed every year because of rising subscription price of journals.
3. **Users Demand:** Access to Information differs from user to user. Students may require books for educational purpose but a scientist or a specialist needs some advanced literature in his area of research. To meet all these requirements successfully by a single library is quite impossible. No library, however big, is in a position to claim self-sufficiency in these multitude and mass sources of knowledge. The demand of the user is changing and ever increasing with newer revolutions and developments.
4. **Professionalization:** The professionalization of library service has the most important influence on consortia. The changing role of librarian from 'gatekeeper of information' to manage 'gateways to information' has enhanced the value of library consortia.

**Notes**

**Issues**

The library consortium activity is a complex process, which involves the wholehearted support and concerted efforts of the librarians, their management and the publishers. They form an important trio in the new scholarly information environment. A large number of issues related to consortia include zeroing in and identifying the resources, uninterrupted online access, perpetual access to back issues, pricing, licensing, subscription payment, copyright and archival solutions, etc.

1. **Resources Identification:** Identifying the most suitable product which is agreed upon by all the members of the consortium is more or less a difficult proposition. This is mostly because each and every member will have their own wish list of information products and services, though the overlap between the products will be on the higher side in the case of an ideal homogeneous group.
2. **Technology Infrastructure:** Long range planning and sourcing of the appropriate IT and Communication infrastructure conducive for proper delivery of information resources is prerequisite for every participating library.
3. **Pricing:** As discussed earlier, there are no standard practices or processes being followed by majority of the publishers of scholarly literature and hence this is a gray area all together. In most cases, cost of the journals are out of reach of many of our libraries and only a consortia approach could provide some meaningful practical solution. Publishers are invited for negotiations and asked to offer their best prices to the consortia. Several methods of pricing are followed, but what is important is that finally the price offered by the publisher should be economically viable for the participating libraries. And it should also ensure uninterrupted and perpetual access to the resources.
4. **Access:** Various access methods are offered by publishers towards accessing their resources and it varies from case to case. Access authentication could be User ID/ Password based or IP based which are more popular. Uninterrupted and hassle free access to the scholarly content is the ultimate objective of the consortium but varying practices may make access sometimes cumbersome to use consortia approach.

*Contd....*

<b>Notes</b>	<p>5. <b>Licensing and Copyright:</b> As against the print paradigm, the e-Journal subscriptions and access models allow only licensing of the content/product for a stipulated period of time which has several restrictions and bindings on the licensee. A number of issues are being debated by librarians, users and publishers which need international attention, deliberations and solution.</p> <p>6. <b>Archiving:</b> This needs paramount attention and unfortunately is yet to be attended least in India. Long term preservation of the invaluable wealth of information being accumulated by the consortium is to be archived and preserved for posterity. As the technology is fast progressing and also getting obsolete almost at high pace, it is right time that information resources are carefully archived and preserved on a long term basis through consortia approach and efforts.</p> <p>7. <b>Sustainability:</b> Designing and launching a library consortium is perhaps the easier part when compared to its long term sustenance and longevity. The management and the members of the consortium have to strive hard in formulating and establishing robust models towards achieving the goals.</p> <p>8. <b>Usage and Usability:</b> The Return on Investment (ROI) of the consortium is measured in terms of the increased usage, usability of the costly information products which is ultimately reflected in the scientific productivity of the host institutes. It is the earnest efforts of the consortium, the management, the researchers and faculty and the librarians which determine the success or otherwise of any consortium.</p> <p>9. <b>Training:</b> Training to the users is another issue that one has to give proper consideration. Usually the users are habituated to handle the traditional resources of information. They are reluctant to sudden change in the handling of information. So, it is the library that has to train the users to face the new media, highlight the benefits through orientation and training programmes.</p> <p>Library consortia are really helping the researchers, faculties and the students to retrieve the information and save their time. It benefits the libraries to procure more electronic resources in the library with limited library budget and this is what the libraries require in the present scenario. India should also take initiatives to establish national archival centres like United States. The mission of the national archival centre could be to build archival collection of important scholarly journal literature and to fill the gap in the library collections of journal back volumes and also help to reduce long term capital costs associated with storage.</p>
<b>Questions:</b>	<p>1. Write down the case facts.</p> <p>2. What do you infer from it?</p>

*Source:* <https://www.questia.com/free-trial>

### **3.5 Summary**

- A library can stock career information books and help those who are on - the lookout for a career in a particular field.
- Socio-economic changes affect occupational patterns, incomes, prices, value, inflation, growth dynamics, and economic developments at the macro and micro levels.
- New institutional mechanisms are being set up with the introduction of structural innovation, application of information technologies, development of new methodologies and techniques for creating model innovative systems and services.

- The library essentially handles information and knowledge, the institutional mechanism to meet the demands of users in an information society has expanded by properly organising and operating many of the modern information systems and services.
- One effect of social change on the individual is increased social mobility – changes of job and even of occupation, changes of residence and hence of neighbours, friends and associates, changes in income and status.
- In social analysis, generally, the processing of information is no longer regarded simply as an ancillary (though necessary) accompaniment of more basic social activities. It is now seen as a substantial sector economic activity.
- Technological developments during the last twenty years are causing significant changes in the pattern of information provision.
- Education and library have been inseparables since centuries and civilizations.
- Libraries of today have assumed a new role in modern society, by that they integrate educational technology, information and communication technology and the new media.
- The library should cater to the recreational needs of its users by stocking books suited for the purpose.
- The positive impact of books and access to secondary reading materials on reading achievement, creativity, developing language skills and sustaining literacy has been widely acknowledged.

Notes

### **3.6 Keywords**

***Change:*** The act or instance of making or becoming different.

***Dissemination:*** Dissemination means the disclosure of knowledge by any appropriate means (e.g. publications, conferences, workshops, web-based activities).

***Economic Resource:*** Economic resources are the assets (things of value) which an economy (or business) may have available to supply and produce goods and services to meet the ever-changing needs and wants of individuals (in the case of a business) and society (in the case of society as a whole).

***Education:*** Education is the process of learning and acquiring information.

***Formal Education:*** Formal education is classroom-based, provided by trained teachers. Informal education happens outside the classroom, in after-school programs, community-based organizations, museums, libraries, or at home.

***Information:*** Facts provided or learned about something or someone.

***Information systems (IS):*** An Information system is the study of complementary networks of hardware and software that people and organizations use to collect, filter, and process, create, and distribute data.

***Non-formal Education:*** Non-formal education aims to ensure that all children, youth, adults, poor people and those with disabilities realize their rights to a basic education and lifelong learning.

***Recreation:*** Recreation is about activities, pastimes, and experiences which are freely chosen.

***Society:*** Society in general refers to a group of people who have distinctive cultural relations and institutions sharing the same territory.

**Notes**      **Socio-economic Development:** Socio-economic development is a process that seeks to identify both the social and the economic needs within a community, and seek to create strategies that will address those needs in ways that are practical and in the best interests of the community over the long run.

**Telecommunications:** Telecommunication is communication at a distance by technological means, particularly through electrical signals or electromagnetic waves.

**Telematics:** The branch of information technology that deals with the long-distance transmission of computerized information.

### **3.7 Review Questions**

1. Discuss the three categories that permeate the information and knowledge aspects of the entire fabric of contemporary life.
2. Highlight the expanding role of the library.
3. Explain the aspects of industrial society.
4. What is the context of information provision?
5. "Information' is a very unusual economic good." Elucidate.
6. What are librarians in information services?
7. Define Telematics.
8. "Libraries of today have assumed a new role in modern society." Explain.
9. Discuss the objectives of education.
10. Distinguish between formal and non-formal education.
11. Describe education of physically handicapped.
12. Elucidate the role of recreation in library.

### **Answers: Self Assessment**

- |                          |                     |
|--------------------------|---------------------|
| 1. False                 | 2. True             |
| 3. True                  | 4. False            |
| 5. Information           | 6. Digital Computer |
| 7. Economic or Political | 8. Mobility         |
| 9. True                  | 10. False           |
| 11. False                | 12. True            |
| 13. Stocking             | 14. Monitors        |
| 15. Public               |                     |

### **3.8 Further Readings**

#### **Notes**



*Books*

Budd, John (2001), *Knowledge and Knowing in Library and Information Science: A Philosophical Framework*, Scarecrow Press.

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Henderson, Kathrine A. (2009), *Case Studies in Library and Information Science Ethics*, McFarland.

Prasher, Ram Gopal (1997), *Library and Information Science: Information science, information technology and its application*, Concept Publishing Company.

Rubin, Richard (2010), *Foundations of Library and Information Science*, Neal-Schuman Publishers, Incorporated.

Saravanan, T. (2005), *Library & Information Science*, APH Publishing.



*Online links*

[http://crl.du.ac.in/ical09/papers/index\\_files/ical-26\\_232\\_497\\_2\\_RV.pdf](http://crl.du.ac.in/ical09/papers/index_files/ical-26_232_497_2_RV.pdf)

<http://dliskud.over-blog.com/article-36027362.html>

<http://www.daanfoundation.org/youth-library-and-recreation-center.html>

<http://www.ifla.org/files/assets/literacy-and-reading/publications/role-of-libraries-in-creation-of-literate-environments.pdf>

<http://www.webpages.uidaho.edu/~mbolin/malhan.htm>

## **Unit 4: Library Cooperation**

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### **Objectives**

After studying this unit, you will be able to:

- Explain the meaning of Library Cooperation
- Discuss the types of Library Cooperation
- Describe the levels in Library Cooperation

### **Introduction**

In the previous unit, we dealt with the changing role of library in socio-economic development along with the role of education and recreation in dissemination the information in library. The spread of knowledge sources available in various formats and financial constraints has made it difficult for libraries to satisfy their users' needs. However, the problems of information explosion, ever changing users' needs, shrinking library budgets and currency devaluations can be overcome, to some extent, through resource sharing. Library professionals need to explore options to extend users' access to information sources by forming partnerships with other local libraries having similar collections. These collaborative arrangements enable patrons to access resources otherwise out of their reach. This requires each participating institution to contribute in the network of their extended libraries' family and do not operate in isolation. It is widely acknowledged that no library, no matter how large and well-funded it is, can be self-sufficient in meeting its users' demands. Hence, libraries in India need to develop cooperative plans to meet the challenges posed by rapid growth and diversity of knowledge sources, increased users' demands and expectations, decreased budgets, hiking prices of books, journals and databases are the major reasons for cooperation amongst libraries. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the meaning, types and levels in Library Cooperation.

## **4.1 Meaning of Library Cooperation**

**Notes**

Cooperation is a social activity as old as human civilization itself. The aim of any cooperation activity is to achieve what the members of the group cannot achieve individually. So library cooperation may be defined as a combined effort of two or more libraries to share their resources for providing better services to their user community.

Library Cooperation is a reciprocal beneficial sharing of resources; developed or pre-existing by two or more libraries. Library Cooperation is an umbrella term for a wide spectrum of cooperation processes and mechanisms. Cooperation and sharing have been transformed by information technology and the move from a print to a digital environment. There has been a proliferation of web-based, full-text resources. Nearly all publishers have moved to web-based delivery platforms, and libraries and information centres are benefitting. The high cost of electronic information products has put pressure on libraries, which have committed larger portions of their budgets to these resources.

An interchange is usually between two or more institutions involving a temporary exchange of resources, while an exchange will involve cooperation on a wider scale, to include exchange of all kinds of materials, exchange of information, user access to participating libraries, sharing of bibliographic Catalogues, union lists, and other bibliographic utilities, and cooperative training Programs of personnel of participating libraries.

The term “Library Cooperation” is defined as,

*“the creation and operation of equitable, that is mutually ‘fair’, collaborative arrangements between libraries and information providers which enhance the common good through making information available to all potential users (without obstacle to access by reason of cost) which is more extensive or more valuable to the user and/or is of lower cost to the collaborating providers.” Currently it represents “(a) ... a comparatively small, but vitally important, part of total library and information activity and that, while adherence to the concept of library cooperation forms part of the value system and organizational culture of those who work in library and information services, its place in terms of actual activity seems overstated; (b) ...the utilization of information technology has reached a threshold and... industrial societies are about to experience radical changes which will fundamentally alter the context within which library and information services will be provided. However, the proximity of these changes is not generally fully understood, particularly in public libraries.”*



*Did u know?* It may refer to “Partnerships”, which is used increasingly for cooperative activities between and among two or more libraries, or it may be an umbrella term for a wide spectrum of cooperation processes and mechanisms for libraries.

A related term commonly used now is coined “Library Linkages.” The future of library cooperation is best characterized as a movement from the sharing of “things” to the sharing of “people and expertise.” This is possible because of the current environment for sharing traditional library resources. The library council is actively seeking ways to become more intrinsically involved in the discussions and plans of teaching, learning, and technology initiatives.

Library cooperation has to be based upon the following four “musts”:

- Create a common will;
- Develop common goals, simple and convincing also for the paymasters;
- Find out organisational structures which help in crossing the administrative boundaries;
- Develop and agree on an efficient agency, or possible agencies.

<b>Notes</b>	The most common type of library cooperation involves the concept of RS, or “resource sharing”. This is based largely on three functions: bibliographic access, interlibrary lending services, and cooperative collection development.  Cooperation is a long-term effort. Participants must be interested in long-term benefits; the progress of mutual efforts is slower than that of individual initiatives; the final benefits, however, are greater and their cost lower. Participants must accept standardised solutions; joint approaches often impose restrictions on local freedom but work well enough and offer better value for money. Decision-making can require plenty of time; progress is being made one step at a time and much information and discussion is needed. Cooperation requires patience.
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*Caution* Participants must be prepared to change the present infrastructure and to accept new arrangements to achieve long-term benefits.

Cooperation today requires a new approach. Cooperation cannot be based on barter; the beautiful idea of working together is no longer enough; traditional cooperation has often created more expense than benefit. The approach has to be business-like, with clearly defined goals and a realistic cost-analysis; cooperation must be possible even if those involved dislike each other. Participating libraries must focus on the needs of their users and less on their own ambitions, which make them compete with each other on inappropriate issues. Cooperative programmes must have clear rules and an organised administration; the procedures for practical implementation of the programmes have to cater for the needs of all participants. Because the decision-making usually has to be based on consensus, general acceptance of the procedures is necessary. In addition to the shared decision-making, an executive body is needed for the joint work; there is a need for an organisation which prepares the programmes and implements them when decisions have been made. In principle, it is possible to have such a body separately for every single programme if it is easier to arrange and to finance.

#### **4.1.1 Need for Library Cooperation**

The needs for library cooperation are as follows:

- To know what is available for sharing from other libraries through union catalogues, bibliographic listings, opacs, indexes and other bibliographic utilities;
- To avail of expedited interlibrary loans and document delivery services;
- To build complementary collections of materials on which to draw;
- Development of new subjects and subject specialization;
- Increase of reading community and information seekers;
- Diversity of user groups and their information needs;
- Demand of pinpointed, expeditious information services;
- Increased access to information and services at existing cost;
- Access to existing information and services at less cost;
- Increase in Quantity/Cost;
- Demand for expertise and rare documents;
- Space constraint; and
- Budget constraint.

#### 4.1.2 An Historical Overview of Library Cooperation

Notes

Library cooperation is age old and can be traced to 200 B.C. when Alexandria Library shared its resources with Pergamon Library. According to Kraus, there existed library cooperation among monastery libraries in the 13th century. There were exchanges of agreements among the universities of Lund, Abo and Greifswald as early as 1740. The other examples of library cooperation include a projected union catalogue of the libraries of Weimar and Jean and a proposal for a coordinated acquisition scheme for Walfenbuttel and Gottengen. The 'Catalogue of Manuscripts in various parts of India' complied by Whitney Stokes in 1868, and in 1863 Part I of Sanskrit manuscripts in private libraries of North-west provinces covering Varanasi was published. The first major union list entitled 'A Catalogue of Scientific and Technical Periodicals' was compiled by Henry C. Bolton in 1885.



*Notes* With the advent of the 20th century, the Library of Congress started cooperative cataloguing projects and began working on the National Union Catalogue. Thereafter, in the 20th Century the compilations and publications of union catalogues of different types increased in number in most countries.

The first library cooperation activity in India is reported to be the Catalogue of Manuscripts complied by Whitney Stokes in 1868. Union catalogue development was one of major cooperative efforts in Indian libraries up to the 1960s. We can look at the following union catalogue development activities:

- **1918:** Catalogue of Scientific Serial Publications in the Principal Libraries in Calcutta complied by Stanley Kemp, Asiatic Society of Bengal.
- **1931:** List of Scientific Periodicals in the Bombay Presidency. Royal Institute of Science, Bombay.
- **1953:** Catalogue of Periodicals in CSIR organizations corrected up to December 1953 CSIR, New Delhi. Union Catalogue of Learned Periodical publications in South Asia, vol.1: Physical and Biological sciences compiled by S.R. Ranganathan and others. ILA, Delhi.
- **1956:** Catalogue of Medical Periodicals in Indian Libraries corrected up to December 31, 1955. 4th ed. Director General of Health Services, Delhi.
- **1968:** A Union List of Learned American Serials in Indian Libraries. Indian Council for Library Development.

The 1960s also saw a large number of ILA and IASLIC national seminars devoted to the concept of library cooperation. However, with the advent of computers in library work, a change occurred. It is reported that the first use of computer in library work for the production of the Union List of Serials in 1964 using the IBM/602 machine at INSDOC. Since then library automation has been a matter of primary importance in Indian Libraries. With the establishment of the National Informatics Center (NIC) in 1975 and the development of NICNET in 1977, networking and communication technology in India received a major boost. This as a whole had a major influence in resource sharing among various libraries and information centres through networks. In 1984, the working group of the Planning Commission headed by Dr. N. Seshagiri recommended modernization of library services and inter linking of library systems in the seventh plan. The 1990s are said to be the golden period of library networking in India. There has been a plethora of publications and seminars on library networking during this period. Today besides INFLIBNET, there are various local library networks in India such as ADINET, BONET, BALNET, CALIBNET, DELNET, MALIBNET, MYLIBNET, and PUNENET etc.

**Notes** We, therefore, notice that the efforts made for library cooperation in the 20th century began with the compilation of union catalogues, as no cooperation could be effective without the knowledge of the resources of other libraries. The scope of cooperations soon took big leap. It became diversified and incorporated the various activities of the libraries such as abstracting and indexing, acquisition, bibliographic access, cataloguing, circulations development, continuing education for staff and users, literature searching, management and accounting, microfilming, photo coping, processing, referral services, storage and union lists.

#### **4.1.3 Advantages of Library Cooperation**

Advantages of library cooperation are as follows:

- A comprehensive collection is possible;
- Avoidance of duplication of non-core collection development among the participating libraries;
- Reduction in the cost of information services;
- Quality of services is enhanced;
- Facilitation of the use of common library system;
- Promotion of best practices;
- Implementation of staff skills development programmers;
- Improving the mobility of data; and
- Flow of information among special information centres.

#### **4.1.4 Barriers in Library Cooperation**

Following are the barriers in library cooperation:

- Inadequate funding
- Limited personnel
- Outdated technology
- Lack of standards
- Insufficient knowledge vs Fear of loss
- Copyright issues
- Negative attitudes
- No tradition of cooperation or Reluctance to participate



*Task* Critically examine the various local library networks in India.

#### **Self Assessment**

Fill in the blanks:

1. Cooperation and sharing have been transformed by ..... and the move from a print to a digital environment.

2. .... is a social activity as old as human civilization itself.
3. The most common type of library cooperation involves the concept of .....
4. Cooperation is a ..... effort.
5. Library cooperation is age old and can be traced to 200 B.C. when Alexandria Library shared its resources with ..... Library.

**Notes**

## **4.2 Types of Library Cooperation**

The various libraries in a given community differ in many of their objectives but they share responsibility for providing the general and specialized information needs of the local citizenry. The physical proximity of the libraries and the mutual business and social contacts that a professional group is likely to enjoy in a given community would seem to provide libraries with the potential for a variety of practical cooperative experiments in the building and use of library resources. The types of library cooperation are as follows:

1. ***Cooperative Acquisition:*** The Cooperative Acquisitions is open to libraries or research institutions wishing to acquire publications from any of the following countries: Brunei, Indonesia, Laos, Malaysia, Philippines, Thailand, and Vietnam. Participants receive sets of publications according to a profile which they define based on predetermined subjects, languages, and degrees of selectivity and other categories available for selection. Serials are selected title by title. Participants are billed annually for the estimated cost of publications, binding, and shipping. In addition, the office charges an indirect and overhead charge over the estimated cost of materials to be acquired in a year. Participants joining the program for the first time deposit money with the Library of Congress Disbursing Office. They deposit an amount estimated to cover the costs of their selected profile for one year. Profile costs are based on past history of purchases for the program. They do not represent actual prices of publications known to exist, but are an estimate of the amount needed to purchase forthcoming or newly identified books in the chosen categories. The office reports quarterly to participating libraries on the status of their funds for the acquisition of publications. Fiscal reports include the number of pieces on order and purchased, amount disbursed and obligated, and the balance in the participant account as of the date of the report. In the event that the amount billed proves insufficient to cover the cost of materials, there are two options.



*Notes* The Library of Congress can submit an additional bill to the participant to cover the shortfall, or can stop ordering books for the participant depending upon the instructions of the participant. As a government agency, the Library of Congress is prohibited by law from extending credit to participants.

Acquisition and ordering systems in libraries cover the selection, ordering and accessioning of items into the library's collection. Computers are used:

- ❖ to send order slips and 'chasers' for unacknowledged or overdue orders to the booksellers
- ❖ to produce lists of books on order
- ❖ to keep accounts of money spent
- ❖ to produce accession lists of recently acquired books.

<b>Notes</b>	<p>The detailed input to an acquisition system covers:</p> <ul style="list-style-type: none"><li>❖ New orders</li><li>❖ Amendments to existing orders</li><li>❖ Bookseller's reports</li><li>❖ Acknowledgment of receipt of items in the library</li></ul> <p>Two files are maintained in a computer-based acquisition system. One is the main file containing records of all current orders. The second is a file with the names and addresses of booksellers used by the library. A code number for each bookseller links the two files, so that booksellers' information is not repeated in the order file. The system prints out the orders addressing the appropriate supplier printing of orders can also be done on special pre-printed stationery that can be sent directly to the book-seller.</p> <p></p> <p><i>Caution</i> By checking with the date of entering the order record into the file; 'chasers' can be sent to the booksellers, if no information regarding the order has been received within a predetermined time.</p> <p>When the item is received in the library, the order record with the bibliographic details becomes the basis of the catalogue record. The edited record is merely added to the catalogue file in an integrated system.</p> <p>Other processes that can be performed by a computerized acquisition system are:</p> <ul style="list-style-type: none"><li>❖ listing items on order, by author, department or subject;</li><li>❖ new accessions listing;</li><li>❖ notifying individuals who have recommended a particular book, about the receipt of that book;</li><li>❖ control of accounts;</li><li>❖ production of relevant statistics to help management decisions.</li></ul> <p>2. <i>Cooperative cataloguing:</i> Cataloguing includes the job of describing, recording and displaying details of the holdings of the library. Computers are used to aid in the production, maintenance and updating of catalogues. The quality of the catalogue depends ultimately on the cataloguer. In other words, initial input data is still the cataloguer's work.</p> <p>Bibliographic details are gathered from relevant sources or from the acquisitions system. Usually there is one main or master file for the holdings of the library, and a temporary file for cumulating the additional records, because printing the master file is done only once in a while.</p> <p>After initial input of the records, the computer can perform simple tests on the record structure, and errors can be located and checked. The computer can be asked to generate added entries, if required, which can later be sorted into the main file. Separate listings for authors, subject and key points of access can be created. A postings file and an inverted index help the computer search and display record relevant to a specific query.</p> <p>Some of the library schools and other institutions have important collections of library literature.</p>
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**Notes**

*Example:* Madras, Benaras, Hindu, Punjab, and Delhi Universities have old and rich LIS collections. Similarly, the libraries of DRTC; INSDOC; NASSDOC; the Indian Library Association, New Delhi; and the Indian Association of Special Libraries and Information Centres, Calcutta, are large and varied.

3. **Cataloguing in Publication:** A Cataloguing in Publication record (aka CIP data) is a bibliographic record prepared by the Library of Congress for a book that has not yet been published. When the book is published, the publisher includes the CIP data on the copyright page thereby facilitating book processing for libraries and book dealers.
4. **Document Delivery Service:** Document delivery services can be difficult to provide consistently to a diverse student and faculty population. A library desiring to implement a document deliver must consider method of delivery, software choices, testing the system, and troubleshooting. Document delivery can be provided by attaching a document to an e-mail or by offering a web site from which to download the document. The increasing difficulty in distinguishing distant learners from traditional students makes it counterproductive to offer separate services to different populations. Instead, libraries are advised to standardize services offered to all students. The exception is document delivery. It is unfeasible to offer home delivery service to all students, unless it is on a cost-recovery basis. Yet such a service is essential in providing equitable service for distant learners. A clear policy outlining eligibility for document delivery services for distance learners. Other service recommendations include alternatives for issuing student ID cards, relocating telephone reference service away from the reference desk so that phone and in-person reference service are not in competition, toll-free phone service, and working with faculty to promote information literacy instruction and library services.
5. **Serials Control:** Serial control through the use of the computer is perhaps one of the most complicated tasks of housekeeping. This is perhaps because of the literally unpredictable nature of serial publications. Some of the functions of the serials control system that can be handled by the computer are:
  - ❖ *Listing of Serials holdings:* is basically producing a catalogue of serials. However with serials, there are problems relating to change in title, periodicity, etc. A listing system will depend on the bibliographic record for each serial being available in machine readable form. From a master file of such serials records, individual listing can be made based on title, subject, publishers/suppliers, etc. Union lists of serials holdings by librarians within a geographic region can also be produced by computer.
  - ❖ *Accessioning of serials:* must take into account receipt of issues, and periodicity of the serial, likely date or receipt in order to be able to send claims notices to suppliers for items not received, and to update the holding file. To predict the arrival of periodical parts. Each record must contain information about the publication pattern of the serial. This relates to the number of volumes per calendar year, number of parts per volume supplements, if any, the pattern of numbering parts, and the frequencies of publication. Algorithms can be written with reference to the real calendar which uses information on the details given above, to predict the arrival of each issue. Prediction cards called 'chaser' notices can be sent to the suppliers when an issue is overdue. Details of the suppliers and the price per volume are necessary for the system to handle subscription, renewals and accounting functions.
6. **Computerized Services:** Since information literature grows at exponential rate causing problem of space for storage and speedy utilization of vast amount of information, the librarians may take advantages of the computer while searching and retrieving the required information useful to users. The computers are being increasingly used in library and

**Notes** information services for information processing and repackaging of information and on improving products and services of Library and Information Centres. In modern days, many librarians prefer to adopt computers because of their following advantages:

- ❖ its low-cost
- ❖ its fast and constant response
- ❖ its availability and portability
- ❖ its software
- ❖ its freedom from establishment

Recently, there has developed an awareness of the importance of computers and librarians have started using non-book materials for information transfer. Librarians can utilize computers in their various cooperative activities and information services as mentioned below:

- **Computerized Services of Technical Section:** The technical processing desires occupies significant role in the channel of library administration. Computerization of these services would facilitate the library staff as well as information seekers while searching the relevant information.
- **Computerized Services of Circulation Section:** Computerized information facilitates the librarians to deal with day-to-day operations, planning and decision making. This is an informative package useful to the library managers and other subordinate staff for carrying out their regular work and routine processing of the transactions. For example, facts such as book orders, bills and other matters must be available to them to carry out daily works efficiently. If this information is made available speedily, library staff can do routine duties perfectly and promptly.
- **Computerized Services Periodical Section:** The acquisition and processing of periodicals are common functions in academic, special and public libraries. In order to maintain and process the details, a library has to maintain large volumes of various registers. The maintenance of register is tedious and every year a large set of data has to add. Accession registers occupy much space and they are expensive. Manual cataloguing also may not be at uniform standard. It is time consuming and difficult to maintain the large set of data also. Manual calculations are likely to have errors and it is difficult to check all types of errors.



*Did u know?* To a librarian the modern technology would have a great boon.

### **Self Assessment**

State whether the following statements are true or false:

6. The Library of Congress can submit an additional bill to the participant to cover the shortfall, or can stop ordering books for the participant depending upon the instructions of the participant.
7. Four files are maintained in a computer-based acquisition system.
8. Cataloguing includes the job of describing, recording and displaying details of the holdings of the library.
9. Document delivery services can be difficult to provide consistently to a diverse student and faculty population.

10. The acquisition and processing of periodicals are not the common functions in academic, special and public libraries.

Notes

### **4.3 Levels in Library Cooperation**

To ensure effectiveness of its services, conservation and protection of its collections, staff training and professional development, libraries cooperate with departmental libraries working within university library-information system, many local, national and international libraries as well as schools of library and information science. They also belong to many professional societies and organizations. In recent years, following the evolution of computer science and information processing techniques, all the libraries were actively developing their information services, joining in consortia and establishing new projects aimed at creating the common basis, central catalogues and data exchange. To fully implement their aims, Libraries cooperate with many partners on multiple levels:

1. ***Local level:*** Cooperation on local level is accomplished with collaboration with departmental libraries working within university library-information system – on interuniversity level, as well as with other libraries in the region. The main purpose here is to improve services to the academic and general public. This cooperation runs through bilateral integration, experience exchange and staff internships.

This cooperation includes:

- ❖ organizing training sessions and internships for the students by the Library,
- ❖ active participation of the Library employees in didactical activities of the Institute,
- ❖ access to the collections and reading rooms for the education purposes of the Institute,
- ❖ participation of the Library staff in conferences, lectures and seminars organized by the Institute.

The Library staffs are regular participants as lecturers and audience in the sessions of the Librarianship Section of the Educational Society.

2. ***National level:*** Traditional fields of cooperation between libraries include:

- ❖ interlibrary loans,
- ❖ assistance in creating the central catalogues,
- ❖ internship programs to improve the professional skills of the staff, that were widened because of development of new information technologies and progressing computerization of libraries, and partnership cooperation has taken new shape – associating in more or less formal consortiums.

This cooperation includes:

- ❖ preparing bibliographic records' formats for various types of documents,
- ❖ preparing training materials,
- ❖ exchange of bibliographic records,
- ❖ creating and allowing access to databases – authority files and Central Catalogue of Journal Titles.

3. ***International Level:*** Here, Cooperation is among different libraries and Governments around the world in different ways. This helps in knowledge transfer around the world and facilitates learning of Cultural experiences around the world.

**Notes**

**Self Assessment**

Fill in the blanks:

11. Cooperation on ..... level is accomplish with collaboration with departmental libraries working within university library-information system.
12. The main purpose at local level of library cooperation is to improve ..... to the academic and general public.
13. ..... programs to improve the professional skills of the staff.
14. The ..... are regular participants as lecturers and audience in the sessions of the Librarianship Section of the Educational Society.
15. Traditional fields of cooperation between ..... includes interlibrary loans.



*Case Study*

**Cooperation among Caribbean Theological Libraries**

The Caribbean's theological libraries rarely appear in this case. Hivale (1991) highlights a joint training exercise for theological libraries – a mini-seminar in Kingston, Jamaica, in 1991 sponsored by the Caribbean Evangelical Theological Association, and with participants from Trinidad and Tobago, Haiti and Jamaica. McKoy's (1994) study on theological libraries in Jamaica, which barely touched cooperation, found that cooperation was generally limited to reciprocal use of library facilities by students. This mutual access was done more "in the spirit of friendly cooperation than through formal agreement" (McKoy 1994, 72). She also noted that automation was rare among the island's theological libraries.

Cooperation exists at a national level, namely among the four libraries in Jamaica. These libraries engage in cooperation largely on a one-to one basis in four areas: shared access to library resources, rationalisation of journal subscriptions, and exchange of databases and of library materials. This cooperation is both formal and informal. Some of the libraries allow mutual access to their information resources. In some cases, students and faculty even have borrowing privileges at other libraries. Rationalisation of journal subscriptions is the second area of cooperation, though this only involves two libraries, UTCWI and St. Michael's. Exchange of databases is the third area of cooperation. UTCWI and St. Michael's have an informal agreement to exchange their automated library catalogues. The fourth area of cooperation is in the exchange (albeit it one-way so far) of library material. The UTCWI librarian has occasionally sent over to St. Michael's material more suited to the latter's curriculum, especially material on Catholicism. On a regional level, cooperation does not exist. The Jamaican libraries do not cooperate with either of the two libraries in Barbados and Trinidad and Tobago. The latter do not cooperate with each other.

In general, administrators and librarians alike were in favour of cooperation. However, in the few instances where reservations were expressed, these reservations came from administrators rather than librarians. At St. John Vianney, the Dean of Studies stated that cooperation "isn't a felt need" (Johnston 2003). The limited evidence therefore suggests that librarians are more attuned to the need for and possibilities for cooperation than administrators. Amalgamation of libraries can be considered an extreme form of cooperation. UTCWI was itself the product of a merger of three distinct theological colleges each with their own library in 1966. Asked whether they would consider the idea of a joint

*Contd....*

library to serve both St. Michael's and UTCWI, given the very close relationship between the two respective colleges and their location adjacent to each other, the administrators of both colleges rejected the notion. There were fears that such a merger would place an intolerable financial burden on St. Michael's. Moreover, it was pointed out that uniting the two libraries would require the seal of approval of all the mother-churches.

Geography, strong links between parent institutions, the use of CDS-ISIS as a common platform and a vibrant national information system have fostered close cooperation. Geography has facilitated cooperation since, of the six Caribbean libraries, the most cooperating libraries are located on the same island, Jamaica. In other words, cooperation exists at a national level. Furthermore, the deepest cooperation exists between the libraries at St. Michael's and UTCWI, which are located adjacent to each other. Strong administrative links between the colleges have fostered cooperation in some instances. For example, integration between St. Michael's and UTCWI – common courses, common exams, sharing of lecturers – has obviously spawned the close relationship between their respective libraries. The third factor promoting cooperation is the use of CDS-ISIS as a common platform, which has enabled the exchange of databases between UTCWI and St. Michael's. A vibrant national information system is the fourth factor that facilitates cooperation. Jamaica's national information system has inspired an open system of cooperation among that island's theological libraries. As illustrated above, the promotion of CDS-ISIS by the National Library fosters the sharing of databases. In addition, the existence of a national theological sub-system within Colinet is a potentially useful pillar for supporting further cooperation. However, this sub-system though existing on paper is not yet functional.

Geography, finance, the use of incompatible software, the small number of research students in the colleges comprising CATS, a focus on preparing students to become ministers rather than theological education more broadly-speaking, the absence of librarians on the CATS steering committee and denominationalism appear to be barriers to cooperation. Geography, or more specifically distance, has apparently impeded cooperation at the regional level – the Caribbean Sea perniciously divides. Cooperation is absent between the Jamaican libraries and their regional counterparts in Jamaica and Trinidad and Tobago. Similarly, the two libraries in Barbados and Trinidad and Tobago do not cooperate with each other. Finance is a potent factor bringing libraries together is all-too-effective deterrent to cooperation. As Jenkin (1992, 67) observes, "It is easier to cooperate when there is less pressure on the budget, because in straitened financial times our first responsibility is to our own immediate users". St. John Vianney acknowledged that finance was a barrier to cooperation, especially with St. Michael's.

St. Michael's, in turn, cited lack of finance as the major obstacle impeding the merger of its library with neighbouring UTCWI. Pondering the suggestion of a merger, the Dean of Studies explained, "It would mean expenditure of money which St. Michael's cannot afford" (Milner 2003). Apart from finance, those libraries catering exclusively to undergraduate students felt less need to cooperate. The Deans at St. John Vianney and St. Michael's both expressed this view (Johnston 2003; Milner 2003). They felt that their libraries amply supported the academic programmes. They acknowledged that were their institutions to focus on graduate programmes, especially research programmes, their libraries would need more (access to) resources generally: more Catholic resources along with more ecumenical resources. Incompatibility in software is clearly a barrier to cooperation. This is especially the case in Jamaica where the National Library promotes the use of CDS-ISIS as a common platform. Thus Zenas Gerig library, which uses alternative software, is unable to exchange bibliographic data with the other three theological libraries. It is always a point of interest whether the presence of a librarian increases the likelihood of cooperation.

**Notes**

*Contd....*

**Notes**

One of the six libraries, St. Michael's, is without the services of a full-time librarian or even access to professional expertise on a regular basis. However, this research has unearthed no evidence that there have been fewer cooperations because of the absence of a librarian. Commenting on his own library's lack of links with the other CATS libraries, the Dean at St. John Vianney commented that the need for sharing information resources "has not hit us in quite the same way it has hit other people" (Johnston 2003). He explained further that the very *raison d'être* of the colleges was the main culprit impeding cooperation. The colleges were basically institutions for preparing students to become ministers rather than for theological education. Furthermore, ministers are formed for denominations; hence the library and its resources are slanted that way and have a "strong denominational bias". But, he conceded, the need for cooperation would be stronger if the theological colleges were faculties or schools of theology rather than centres for ministerial formation. The absence of librarians on the CATS steering committee has undoubtedly stymied cooperation among the association's libraries. The administrators from St. John Vianney, St. Michael's, Codrington and UTCWI respectively, all confirmed that CATS was not a forum for discussion of library matters (Johnston 2003; Milner 2003; Titus 2003; Williams 2003). Instead, the caucus dealt with curriculum and examinations matters; those who attended meetings were generally deans and/or principals. Insofar as administrators seem to be less aware of the possibilities of cooperation, the unfortunate absence of librarians is no doubt a factor why CATS has not promoted cooperation among its member libraries. Denominationalism has often been cited in this case as an obstacle to cooperation. In this, denominationalism seems to be a potential barrier to cooperation but the evidence is not overwhelming. Responses were mixed as to the possibility of cooperation between a library that was part of the ecumenical movement and one which was not.

**Questions:**

1. Write down the case facts.
2. What do you infer from it?

*Source:* <http://www.librijournal.org/pdf/2005-2-3pp148-153.pdf>

#### **4.4 Summary**

- Cooperation is a social activity as old as human civilization itself
- Library Cooperation is an umbrella term for a wide spectrum of cooperation processes and mechanisms.
- Library Cooperation is a reciprocal beneficial sharing of resources; developed or pre-existing by two or more libraries.
- Cooperation cannot be based on barter; the beautiful idea of working together is no longer enough; traditional cooperation has often created more expense than benefit.
- Library cooperation is age old and can be traced to 200 B.C. when Alexandria Library shared its resources with Pergamon Library.
- The first library cooperation activity in India is reported to be the Catalogue of Manuscripts complied by Whitney Stokes in 1868.
- The various libraries in a given community differ in many of their objectives but they share responsibility for providing the general and specialized information needs of the local citizenry.

- Acquisition and ordering systems in libraries cover the selection, ordering and accessioning of items into the library's collection.
  - Cataloguing includes the job of describing, recording and displaying details of the holdings of the library.
  - Document delivery services can be difficult to provide consistently to a diverse student and faculty population.
  - To ensure effectiveness of its services, conservation and protection of its collections, staff training and professional development, libraries cooperate with departmental libraries working within university library-information system, many local, national and international libraries as well as schools of library and information science.
- Notes**

## **4.5 Keywords**

**Bibliographic:** A bibliography that includes everything published or issued in a subject field regardless of date of publication.

**Budget:** A budget is a plan for the near future detailing saving and spending expenditures.

**Computerized services:** A type of economic activity that is intangible is not stored and does not result in ownership.

**Cooperation:** Voluntarily arrangement in which two or more entities engage in a mutually beneficial exchange instead of competing.

**Copyright:** Copyright is a form of protection given to the authors or creators of "original works of authorship," including literary, dramatic, musical, artistic and other intellectual works.

**Library Catalogue:** A library catalogue (or library catalogue) is a register of all bibliographic items found in a library or group of libraries, such as a network of libraries at several locations.

**Library Cooperation:** Library Cooperation is a reciprocal beneficial sharing of resources; developed or pre-existing by two or more libraries.

**Partnerships:** A partnership is an arrangement in which parties agree to cooperate to advance their mutual interests.

**Record:** Document that memorializes and provides objective evidence of activities performed, events occurred, results achieved, or statements made.

**Union Catalogues:** A union catalogue is a combined library catalogue describing the collections of a number of libraries.

## **4.6 Review Questions**

1. Define library cooperation.
2. "Cooperation is a long-term effort." Elucidate.
3. What are the historical perspectives of library cooperation?
4. Discuss the advantages of library cooperation.
5. Explain the barriers in library cooperation.
6. Write brief note on cooperative acquisitions.
7. What is a document delivery service?

- Notes**
8. Discuss the functions of the serials control system.
  9. What are the various cooperative activities and information services that librarians can utilize computers?
  10. Discuss the cataloguing in publication.

### **Answers: Self Assessment**

- |                           |                    |
|---------------------------|--------------------|
| 1. Information Technology | 2. Cooperation     |
| 3. Resource Sharing       | 4. Long-term       |
| 5. Pergamon               | 6. True            |
| 7. False                  | 8. True            |
| 9. True                   | 10. False          |
| 11. Local                 | 12. Services       |
| 13. Internship            | 14. Library staffs |
| 15. Libraries             |                    |

### **4.7 Further Readings**



*Books*

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*Online links*

[http://eprints.rclis.org/11223/1/Library\\_consortia\\_and\\_cooperation.pdf](http://eprints.rclis.org/11223/1/Library_consortia_and_cooperation.pdf)

[http://eprints.rclis.org/11223/2/Library\\_consortia\\_and\\_cooperation.pdf](http://eprints.rclis.org/11223/2/Library_consortia_and_cooperation.pdf)

<http://www.legis.nd.gov/cencode/t54c24-3.pdf?20130805001308>

<http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/L14-01.pdf>

<http://www.slideshare.net/manukumarkm/library-cooperation>

<http://www.webpages.uidaho.edu/~mbolin/satija-kaur.htm>

## Unit 5: Resource Sharing and Networking

Notes

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### Objectives

After studying this unit, you will be able to:

- Explain the concept of Resource Sharing
- Discuss the requirements for the organisation of Resource Sharing
- Describe the realising the goals of Resource Sharing
- Explain the concept of Networking
- Discuss the Library-Extension Services

**Notes**

## **Introduction**

In the previous unit, we dealt with the meaning, types and levels in Library Cooperation. The sharing of library resources started with the concept of inter library loan, under which a library can get a document from another library on loan for a certain period. It was followed by the term "Library Cooperation", but now in its revised and improved form it is called as "Resource Sharing". Today, it is called "Library Network" or "Library Consortia", which is one of the cooperative ways of sharing online resources. The inter library loan means sharing of the resources of one library by the other libraries on demand, when they are needed by its user i.e. sharing one's assets with others. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the concept and goals of Resource Sharing, the requirements for the organisation of Resource Sharing along with the concept of Networking and the Library-Extension Services.

### **5.1 Concept of Resource Sharing**

Librarians are very much familiar with library cooperation. The basic purpose of library cooperation was to pool the resources of a group of libraries and use them to their optimum level for the mutual benefit of all the participating (members) institutions. In fact, library cooperation did manifest itself in different forms such as cooperative acquisition, centralised, cataloguing and inter-library loan. All these were aimed at avoiding duplication of efforts on the part of libraries and using the available resources optimally. Especially, interlibrary loan did enhance the ability to obtain needed materials from other libraries. Thus, library cooperation facilitated access to knowledge within, between and among the libraries.

Resource sharing, in fact, extends the scope of library cooperation to include certain reciprocity and partnership in which each participant has something useful to contribute as well as to receive from others. There is willingness and also the capability to make it available when required. Efforts were made during the 1950s and 1960s to formalise the concept of resource sharing largely because of inadequate library budgets and the sudden spurt in the cost of books and subscription of periodicals.

#### **5.1.1 Definition of Resource Sharing**

Allen Kent provides descriptions to some of the concepts associated with resource sharing in the following terms:

*"Resource sharing in libraries is defined as a mode of operation whereby functions are, shared in common by a number of libraries in its most positive effects. Resource sharing entails reciprocity, employing partnership in which each member has something useful to contribute to others and in which every member is willing and able to make available when needed. The term 'Resource' is used to designate any or all of the materials, functions, services and the expertise of the professional and non-professional staff. Resource implies a thing, a person or an action to which one turns for aid and help in time of need."*

Secondly; the term 'Sharing' implies apportioning, allotting or contributing something that is owned to benefit others. It implies partnership for mutual benefit. Library Resources encompass print and non-print materials as well as human resources that are eligible to be shared in ways that enhance the quality of service.

With the elaborate explanation as provided by Allen Kent, it must be easy for: any one to understand the meaning as well as the significance of the concept of "Resource Sharing". Obviously, it does not mean that individual identity of participating libraries would be affected in any way. In fact, the gains of resource sharing are to be achieved without in any way adversely affecting

the objectives or interests of the participating libraries. However, there might be situations that may call for minor adjustments with regard to methods of operation.

**Notes**

### **5.1.2 Objectives of Resource Sharing**

The objectives of resource sharing are very idealistic. They are aimed at providing convenient access to information to library users irrespective of the location of the resources. In other words, libraries go beyond their own resources to satisfy the user requirements. This is achieved by sharing the resources of other libraries. The main reasons for this activity are:

- reduction in all round cost;
- avoidance of unnecessary duplication of information resources and their processing and maintenance costs;
- provision of greater access to information resources to a wider category of users; and
- development of specialised areas of collection building, each library concentrating on areas of its own concern.

The basic activity of resource sharing is aimed at maximising the availability of library materials and services at the minimal expense. The emphasis is on provision of access to information sources rather than possession and ownership of such resources, although ownership is, not completely excluded.



*Caution* The basic assumption is that no library can possess the entire world's literature and, hence, has to depend on other libraries for serving all the needs of its clientele.

### **5.1.3 Developments in India**

The world has been witnessing a knowledge and information explosion during the past few decades. Over 10 million journal articles are published every year besides news items, editorials and articles that are appearing in popular print media. Information professionals who would be the leaders in the 21st century depend on information for their work. Access to information holds the key to development. Libraries which are store houses of knowledge and information, and information centres which disseminate knowledge and information, form two important components of present day society.

While there is a deluge of information on one hand, the cost of collecting, processing, storing and disseminating information has been spiralling up on the other hand. This calls for heavy budgets for libraries even to maintain a reasonable level of acquisition of journals, books and reports. Estimates show that a three to fourfold rise in library budgets will be needed by AD 2000 to maintain the same acquisition level as in 1990. Information buying power of libraries has been declining year after year. Because of this, resource sharing and cooperative functioning through networking have become inescapable for libraries and information centres worldwide. India is no exception; for that matter, it is even more necessary to network libraries in newly developing countries like India than in the developed nations. Efficient resource sharing can be achieved by using the recent advances in information technology for realising a network of libraries. Information technology signifies the coming together of the disciplines of electronics, computer hardware and software, communications (in particular telecommunications), artificial intelligence and human/machine interface.

**Notes**



*Did u know?* During the last six to seven years, library and information activities in the country have entered a new era. Individual libraries are coming out of the proverbial “Berlin Wall” around them. They are trying to form a larger community in an effort to tackle the ever increasing demands for better services, quantitatively and qualitatively, in an environment already over strained by financial pressures. Forced, motivated, or logic driven, the librarians are coming out of their shell in large numbers.

This has resulted in discernible change in the information scenario. Now a large number of library resource sharing networks like the Metropolitan Area Networks, such as CALIBNET (Calcutta), DELNET (Delhi), BONET (Bombay), PUNENET (Pune), MALIBNET (Madras), MYLIBNET (Mysore), HYLIBNET (Hyderabad), ADNET (Ahmedabad), and countrywide ones like ERNET (Educational and Research Institutions), SIRNET (CSIR Laboratories), INFLIBNET (Universities and Research Institutions) and DESINET (Defence Laboratories), and sectoral ones like BTISNET (Biotechnology) and TIFACLINE (Technology per se) are under various stages of conceptualization, design and development. A host of agencies, like the National Information System for Science and Technology (NISSAT), Dept. of Electronics, INSDOC/CSIR, DESIDOC/DRDO, DBT, NIC, and TIFAC/DST, are involved. Looking from the participant’s side, it is common to find an institution participating in more than one network. The ultimate goal of information/library networks is to interlink information resources in a metropolitan area, so that that user could access information irrespective of its location, format, medium, language, script, etc. Further, the development of such networks requires actions in several areas such as training, rationalization of information resource acquisition, diffusion of standards, preparation of union lists, and generation of database services apart from setting up hardware, software and communication facilities.

The concept of library networking to aid information resource sharing and support activities in libraries has become a real necessity. The shortcomings observed are mainly related to two aspects:

- Non-availability of materials and services, and
- Efficient administrative control.

In India, the need for resource sharing has been well recognized but the technology options available until now were limited. NISSAT has taken up networking of libraries in Calcutta (CALIBNET), Delhi (DELNET), Madras (MALIBNET), Mysore (MYLIBNET), Hyderabad (HYLIBNET), Ahmedabad (ADNET), Pune (PUNENET), and Bombay (BONET). The present study highlights only some of the major library networks in India.



*Notes* Towards library networking activities in India NISSAT has taken the initiative for promoting resource sharing activities. These initiatives are aimed at ensuring better utilization of science and technology information resources, minimization of functional load of information centres and encouragement of motivational factors to a large extent by better means of communication. NISSAT only goes to the extent of setting up general infrastructural facilities like network service centres including hardware, software, manpower and other organizational requirements, communication facilities, etc. With a change in the development and implementation strategy, the participating institutions in a network are to arrange their own terminal hardware, software, and manpower and data conversion.

1. **DELNET:** The limitation of financial resources and space for housing library collections in the libraries in Delhi led to the promotion of sharing of resources by automation and networking and establishment of the DELNET in 1988. NISSAT took the initiative in setting up DELNET. It has emerged as an important resource centre for the libraries in Delhi.

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In Delhi, the libraries have been growing very fast in number and size during the last four decades. They cater to specialized and general clientele and are of various types which include institutional libraries, research libraries, government libraries, public libraries, departmental libraries and libraries of the universities, colleges and schools. During the recent years, cumulative information has been increasing at a very fast pace and with it the increase in demands of the users. It has been noticed that in the era of information explosion the libraries in India are generally ill equipped to handle and retrieve information effectively. As already mentioned, the financial resources and the space for housing library collections are limited in almost all of the libraries. The option left with the forward looking librarians has been to promote the sharing of resources by automation and networking.



*Did u know?* Initially, 40 libraries were directly linked to the DELNET host system through e-mail to promote library mailing, interlibrary requests, transfer of files, exchange of messages, interlibrary services, etc. Side by side with the automation of participating libraries, the functions and services have also started. Presently about 90 libraries are members of DELNET. Almost all participating libraries are now computerized by means of acquisition and fund accounting, cataloguing, circulation, serials control and local users' services. Users are able to locate books and serials through Online Public Access Catalogue (OPAC).

A union catalogue of current periodicals available in Delhi libraries, and a union list of current serials available in Indian libraries are available online for DELNET participant libraries. A central database of DELNET has been created and made operational. This central database includes the library holdings of DELNET member libraries used as union catalogues of books/monographs.

DELNET provides access to the central union catalogue for books and monographs, efficient electronic mailing facilities to access databases of member libraries. It also proposes to develop a network for accessing CD-ROM databases available at member libraries in the near future. DELNET also provides CAS and SDI services, consultancy in library computerization, training and H.R.D. and assistance to libraries on standardization, local automation, retrospective conversion, etc. DELNET is likely to emerge as a cooperative network incorporating all disciplines of science, technology, social sciences and humanities.

2. **CALIBNET:** The Calcutta Library Network (CALIBNET) was inaugurated on 21st December 1993. NISSAT, Department of Scientific and Industrial Research (DSIR), Govt. of India, took the initiative in setting up CALIBNET, which has adopted a two way system for networking:

- ❖ the networking route with a library automation and networking through its own application software "Maitrayee" and
- ❖ the e-mail route connecting member libraries with online access to various databases within network and Internet access.

- Notes** CALIBNET established a high-tech resource base and provides the following services:
- ❖ Online/CDROM based global information search and retrieval services
  - ❖ Full-text document delivery
  - ❖ Database services
3. **MALIBNET:** The need for interconnecting libraries and information centres in Madras was visualized in the Indian National Scientific Documentation Centre (INSDOC) in 1991. Initially six major academic institutions were directly linked to the MALIBNET host system. Two important databases have been created utilising the resources available in Madras libraries. One is a Directory Database of Current Serials in Madras covering 30 libraries, and the other is a Contents Database covering articles published in 300 journals available in Madras libraries. Both these databases are continuously updated and also expanded. They are available for online access to any user and the information is also supplied in diskettes and hard copy. Photocopies of articles from member libraries can be supplied within two days.
- Madras has about 60 important libraries besides information centres like INSDOC. About 15 of these libraries have a holding of well over 100,000 items. These libraries act as good resource centres on the network. As of December 1993, all the 60 libraries together invest about Rupees 8,000,000 on acquiring journals and books every year. It is estimated that 40% of the information acquired is redundant. With the libraries networked and resource sharing implemented, each user on the network can get access to a vast amount of literature, and redundancy can be brought down significantly. A novel and unique feature of MALIBNET is that the members will be permitted to offer their own innovative information services on the network. A membership in MALIBNET is open to universities, colleges, R&D institutions, industries and individuals.
- MALIBNET presently offers the following information services:
- ❖ Current serials acquired in about 60 libraries
  - ❖ Full journal holdings of about 60 libraries
  - ❖ Contents information of about 500 important journals
  - ❖ Electronic mail including internet connectivity
  - ❖ Door delivery system for document photocopies
  - ❖ It also offers access to about 1000 international databases
4. **MYLIBNET:** It is the first library network established in a small city. The launching of MYLIBNET in association with Mysore City Library Consortium (MCLC) took place on 12th June 1995. There are 16 institutional members. The holding list of Mysore city libraries has been computerised and software has been developed to enable users to access the catalogue and information online. MYLIBNET provides e-mail facilities to its members.
5. **BONET:** The Bombay Library Network (BONET) was setup at the National Centre for Software Technology (NCST), Bombay, on 6th November 1992. The Network is sponsored by NISSAT. The aim of BONET is to build a low cost library information system which can possibly be used as a model for future expansion of this service even outside Bombay.
- BONET also benefits significantly from the experience gained, and facilities created, by the Education and Research Networking (ERNET) project of the Department of Electronics, Govt. of India, assisted by the United Nations Development Programme (UNDP). BONET is aimed at promoting cooperation between libraries in Bombay. The focus is on

inter-library activities, rather than on computerizing individual libraries, which will no doubt computerize their own operations and are likely to share their experiences with each other. BONET offers training related to library computerization and networking, and speed up computerization of Bombay libraries. BONET membership provides for access to its centralised catalogues and for E-mail among BONET members. However, access to library related services outside Bombay in India and abroad would require use of ERNET.

**Notes**

The services offered through BONET include the following:

- ❖ Consultation on standards
- ❖ Organized training for selected staff of participating libraries
- ❖ Online catalogue of periodicals for the region
- ❖ Online catalogue of books for the region
- ❖ Online catalogue of preprints/reprints
- ❖ Inter-library lending of books and periodicals
- ❖ Inter-library request for photocopying
- ❖ Computer network support for book ordering
- ❖ Information retrieval services
- ❖ Online document delivery of items (such as technical reports) made available by participating libraries in machine readable form
- ❖ Online access to foreign databases, subject to the user's willingness to pay the costs incurred
- ❖ E-mail interface for inter-library queries
- ❖ E-mail facilities to order reprints from abroad, when necessary
- ❖ Dissemination of information, on new books etc., using E-mail, Bulletin boards, and SDI techniques
- ❖ Courier service for inter-library exchange of materials

Under BONET the following databases were created:

- ❖ 25,000 items in a bibliographic database on computers and software technology
- ❖ Union catalogue of journals and other periodicals in libraries in the region
- ❖ Tables of contents of 250 Indian periodicals created by the national centre for information
- ❖ A number of CDROM databases have been mounted on a Novell Server for use to members

6. **PUNENET:** Presently, 30 libraries and 15 professionals from Pune city are accessing the PUNENET through modem. The users not only access PUNENET data, but also use the e-mail and internet facilities. Following databases are available on PUNENET for its members:

- ❖ Catalogues of holding of all member libraries
- ❖ Union catalogue of current periodicals in Pune libraries and information centres

- Notes**
- ❖ Publishers and book sellers database
  - ❖ Database on international grants and fellowships in the health sciences
  - ❖ Hard databanks in biotechnology
  - ❖ Access to NICNET and databases available on NICNET e.g., MEDLANS, AIDS database, US patent database
  - ❖ Access to internet and various databases available on internet
  - ❖ Patent information
  - ❖ Union catalogue of books available in British libraries in India
7. **ADINET:** Ahmedabad Library Network (ADINET) was formally inaugurated in February 1995 when a memorandum of understanding was signed between NISSAT and ADINET at Ahmedabad. ADINET has ten institutional members, five associate institutional members and two professional members. A centralized database has been created at ADINET which contains institute master, journal master and book databases. It also organized six work and training programmes. ADINET provided e-mail connectivity to 30 libraries of Ahmedabad.
8. **INFLIBNET:** Information and Library Network (INFLIBNET), a programme of the University Grants Commission, was launched in May 1991. The main aim of INFLIBNET is to establish a national computer-communication network to link libraries and information centres in universities, colleges, universities, UGC information centres, institutions of national importance, R&D institutions, etc., and thereby improve capability in information handling and services. It is a programme for academic excellence to be achieved through establishment of a mechanism for information transfer and access to support scholarship and academic work. It facilitates pooling, sharing and optimization of scarce library resources in the country. As a major programme it helps modernize libraries and information centres in the country through application of information technology.

The National Centre of INFLIBNET is located in Gujarat University campus at Ahmedabad. At present, INFLIBNET aims at computerizing and networking of university/college libraries. Every year, INFLIBNET programme is identifying a number of university libraries for automation depending on the budget allocation. The selected institutions are given funds for procuring computer systems, retro-conversion and networking. Application software for data entry and other library functions, library standards and formats, etc., are provided by INFLIBNET to the participating libraries. Manpower development is an important part of the programme. Training courses for core library staff engaged in computerised library operations have been conducted since 1992-93.

Development of suitable software, standards for various library operations and communication based services (e.g., e-mail, bulletin boards) designing suitable network architecture and preparation of union catalogues of serials, books, non-book materials, and cooperation with other networking organisations like NISSAT, NICNET, etc., are other important activities.

#### *Objectives of INFLIBNET*

INFLIBNET is an autonomous institution and aims to provide a channel to the academicians and researchers for exchange of information from sources within the country and abroad.

- ❖ Modernize libraries/information centres in India
- ❖ Mechanization for information transfer and access

- |  |              |
|--|--------------|
| <ul style="list-style-type: none"><li>❖ Facilitate pooling, sharing and optimization of library resources</li><li>❖ Organize library services at macro level</li><li>❖ Speedy and efficient services to end users</li><li>❖ Promoting equity</li></ul> | <b>Notes</b> |
|--|--------------|

The ultimate aim is to provide the end-users a mechanism for sharing and using information resources and for exploiting modern information technology.

#### *Functions of INFLIBNET*

Functions of INFLIBNET are as follows:

- ❖ Aims to establish a nation-wide network for computer communication linking academic libraries and information
- ❖ Aims to establish a mechanism for information transfer and access to support scholarship and academic work
- ❖ Aims to organize library services at macro levels at affordable cost and maximise benefits providing speedy and efficient services to end users.
- ❖ Will include participants from colleges, universities, R&D institutes, institutes of higher learning, information centres, institutes of national importance and document resource centres
- ❖ Covers all disciplines such as science, technology, medicine, agriculture, fine arts, humanities, social science
- ❖ Will provide networking to members using available communication infrastructure in the country.

### **Self Assessment**

State whether the following statements are true or false:

1. Librarians are very much familiar with library cooperation.
2. The basic activity of resource sharing is aimed at minimising the availability of library materials and services at the maximum expense.
3. The objectives of resource sharing are very idealistic.

## **5.2 Requirements for the Organisation of Resource Sharing**

One of the significant aspects that needs attention is that each participating library should have a clear cut policy as regards the type of resources it would be in a position to share with other member libraries. In other words, the library will necessarily have some books and journals which are very much used by its own clientele and cannot be lent out of the premises. Such documents do not fall under the purview of resources sharing. Therefore, for effective resource sharing among libraries, it is important to reach an agreement on some of the under mentioned issues:

### **5.2.1 Agreements On**

The agreement must be on:

- type of material to be shared;

- Notes**
- acquisition policies both to ensure consistent development of holdings and also to avoid duplication when this is considered to be non-productive by the member libraries;
  - loan periods, renewal procedures, payment for materials lost during transactions, etc.;
  - production of tools such as union catalogues with uniformity and standardisation for bibliographic control;
  - cooperative cataloguing or shared cataloguing;
  - maintenance of up-to-date catalogues, etc.

In addition to the aspects mentioned above; it is necessary that there should be:

- positive procedures for delivering materials and their timely return;
- bibliographic access to local holdings and on order and in-process records of the participant libraries;
- establishment of facilities for storing little used or discarded materials, their maintenance and use as and when required.

Once material of interest has been located elsewhere, it becomes necessary to determine whether it is indeed available, or is in use by others. Resource sharing requires access to circulation information to avoid disappointment and to accelerate the process of locating the required material in another library. Once this is done, the next step entails transfer of the physical material to the point of need. Resource if resource sharing is to be successful and effective, all procedures must occur with sufficient speed so that the client has the desired material in hand before the need for it is evaporated. Technology may become useful tool in this regard.

### **5.2.2 Basic Records**

Record keeping is important in resource sharing systems as it is in individual libraries. Sharing of materials entails sharing in a formal and consistent manner, the records without which the system cannot operate.

First is the acquisitions policy, which must be reduced to writing in as much detail as possible. This is necessary in order that other members in the system can make effective predictions of whether other libraries will or will not acquire a given item. The experience in the preparation of parameters for approval programmes may serve as a workable model in this regard.

Convenient access in real time, to on-order/in-process records of resource sharing partners and to union catalogues of their holdings can help in the application of policy to individual selection decisions.

Once a positive acquisition decision has been made, the local on-order and in-process files must be accessible to others who may be making an acquisition decision to purchase the same materials. The same goes for access to holdings as represented by the catalogues of the member libraries. It is useful to consider the feasibility of establishing a union catalogue for the member libraries and of keeping it up to date. The union catalogues whether individual or union must contain indications of library location of items and also information on any restrictions on use.

The client who has located material of interest to him must know whether it is available or it is circulating. In the latter case, the expected time of availability must be known so that a decision can be reached as to whether the delay is acceptable or whether the holdings of the other library should be availed. In other words, the basic circulation files, therefore, need to be made accessible.

Once the loan transaction has been completed, it is necessary to establish files, and also procedures for recall of materials. If protocols are established for fines or other punitive methods for late return, or non-return, then appropriate files and procedures must be established. The files and

procedures discussed above provide the opportunity for analysis of usage and for making decisions on retirement of materials to a common storage facility. If such a facility is developed, appropriate files and procedures must also be developed.

**Notes**

### **5.2.3 Technology**

Since there is need to share data about acquisitions, holdings, inter library loan requests, and completed transactions – and to share this data over distances – the technology of computers and telecommunications becomes dominant in the design and operation of resource sharing systems. The primary records containing such data can be recorded in machine-readable form to permit cost-effective transactions to be concluded; to permit ready analysis; and to support, with consistent and up-to-date data, decision processes that must be made in different geographic locations.

There is a whole spectrum of computers, which can be considered for resource sharing systems. Small and inexpensive computers (microcomputers) to more expensive large scale computer facilities are available for this purpose, libraries participating in resource sharing systems may wish to utilise any of these to support local automation requirements.



*Caution* Careful analysis is needed to ensure that equipment choices for local requirements and/or to support consortium, are compatible.

If a network of participating libraries is envisaged, the process would be enhanced by telecommunications networks. In such situations, libraries must recognise both the potential and problems that result due to adoption of technology. Successful cooperation is closely related to adherence of standards.

### **Self Assessment**

Fill in the blanks:

4. The library will necessarily have some books and journals which are very much used by its own ..... and cannot be lent out of the premises.
5. ..... is important in resource sharing systems as it is in individual libraries.
6. If a network of participating libraries is envisaged, the process would be enhanced by ..... networks.

### **5.3 Realising the Goals of Resource Sharing**

It is, now known to every librarian that self-sufficiency is unattainable for any library, and there is a consequent demand for the development of realistic, practicable, acceptable goals' which are in accordance with the current environment. At any given budget level, the library must assign resources to each of three areas:

- acquisition of materials
- the bibliographic apparatus to permit accessing the local holdings
- the apparatus to access the holdings of other participating libraries

The basic question is how much funds for each. The main problem to be addressed is that of predicting need, or rather forecasting need, if there are persisting trends whose direction could be envisaged. It is observed from literature that more than 50% of materials purchased for libraries are not used. Also, 10% of books acquired represent that these were not circulated even

**Notes**

once in last 7 years; but a small portion of any collection is in such heavy demand, that these titles are unavailable when wanted. These data, if confirmed in a local environment; can be extremely important in making purchase and/or resource sharing decisions.

In other words, resource sharing denotes a mode of operation, whereby all or part of library functions are shared in common among several libraries. The basic functions may be classified as acquisitions, processing, storage, and delivery of service. There is no single system in which all these functions are shared, although networks which might become "full service" are being planned in some of the systems. The significant aspects of resource sharing till now have been in the areas of processing and delivery of service. There have been important activities in the areas of centralised storage and acquisitions. Many commercial organisations have started offering bibliographic access to journal literature via, national computer-time sharing systems.

It should be mentioned here, that the availability of materials which resource sharing seeks to maximise, implies certain trade-offs of time and accustomed ways of utilising library material.



*Example:* If there is a delay in obtaining a particular item because it is not held locally, but the money saved from that non-acquisition could well represent an investment in access to a larger universe of material than the particular local library can afford.

Availability through resource sharing also implies new ways of evaluating libraries and using the resources of recorded knowledge. The collections of a particular library are not an important criteria to judge the value of a library as much as the access facilities that the library is able to provide for larger quantum of recorded knowledge by virtue of its membership in a resource sharing network. The effectiveness of resource sharing depends on the availability of appropriate communications, technology and delivery systems. The computer has been an extremely effective device for processing and locating materials quickly—and conveniently regardless of distance. The delivery services, till now, have mostly relied on mail service or private delivery systems.

If resource sharing systems are to be operated in parallel with, systems—aiming toward self-sufficiency, the cost effectiveness may not be possible. On the other hand, if more integrated systems of resource sharing are developed, more benefits will be realised from such efforts.

### **Self Assessment**

State whether the following statements are true or false:

7. Resource sharing denotes a mode of operation.
8. If less integrated systems of resource sharing are developed, more benefits will be realised from such efforts.
9. The delivery services do not rely on mail service or private delivery systems.

### **5.4 Networking**

Networking is information/resource sharing through computers and telecommunication links which transmit information or data from one library to another. According to Smith and Parker, as quoted by Zhang (1990), "*Networking is more structured type of cooperation in which definite regions or areas or definite organizations are connected by electronic or other means to promote inter-library loaning of materials, in-service training and other sharing of resources.*" It can be stated that library cooperation and resource sharing have been replaced by the modern term networking with the same connotation except technological application for achieving the objectives of resource sharing. Networking has become a very powerful link in the coordination and dissemination of library resources.

#### **5.4.1 Library Network**

#### **Notes**

The development of sophisticated technologies in computer and communication field has upset libraries worldwide in storing and transmitting information. The computer and its communication circuits link to other computer or to terminals constituting an integral information machine. This technology introduced the 'Network System'. When a group of libraries using computers decide to exchange information, a network is developed. The National Commission on Libraries and Information Science (NCLIS) in its National Programme Document (1975) defines a network as:

*"Two or more libraries and/or other organizations engaged in a common pattern of information exchange, through communications, for some functional purpose. A network usually consists of a formal arrangement whereby materials, information and services provided by a variety of libraries and other organizations are available to all potential users. Libraries may be in different jurisdictions but agree to serve one another on the same basis as each serves its own constituents. Computer and telecommunications may be among the tools used for facilitating communication among them".*

According to Martin, "A network is a group of individuals or organizations that are interconnected. The linking must include a communication mechanism, and many network exist for the express purpose of facilitating certain types of communication among their members. In the library world, institutions from network primarily to achieve better sharing of resources – resources consisting of bibliographic information and of collection – and better services to patrons".

It must be emphasized that the particular focus in this gathering will be on online networks, those using computers and linking members to the computer resources by means of telecommunication connections.

A library network is a description of an activity which existed before the term itself was devised. When any two libraries talk to each other, we have the fundamental condition for networking that is exchange. When one library provides a service to another, we have the rudiments of network behaviour. Inter-library loan or bibliographic exchange in any form is the chief justification of a network.

Networking is a system with a predominant how of service and a reverse flow of demand. When a librarian asks his neighbour for a book or a citation and his request is honoured networking begins. Librarians now tend to view a collection as not merely what they possess in their institution, but all materials they have access to through photocopying, inter-library loan and reciprocal borrowing privileges.

Networks enable librarians, faced with clients' information needs beyond their local resources, to identify and obtain materials and services for those clients. As we move increasingly into electronic information era, we see technology and networks working together to reduce the physical movement of materials.

#### **5.4.2 Objectives of Library Networks**

The basic purpose for creating a network is to provide information services to member libraries through sharing of resources of the participating libraries of the network. This may lead to member libraries to depend more on access to documents held in the other member libraries than on depending only on their respective collection. The main aims and objectives of library network are stated as the following:

1. To promote resource sharing and cooperation activities among libraries by providing efficient and reliable means of resource sharing, e.g.

- Notes**
- ❖ Inter library loan for maximum use of resources
  - ❖ Document Delivery Services – providing the copies of the copies of the document what is not available in their respective libraries
  - ❖ Manpower training and refresher course facilities – stimulating, promoting and coordinating research and training programme for library staff and network members
  - ❖ Access to national and international databases
  - ❖ Communication link through publication and inter-personal communication.
2. To improve resource utilization and service level at the individual libraries by providing automation facilities in the following areas:
    - ❖ Acquisition and fund accounting
    - ❖ Cataloguing – assist member libraries in cataloguing of books, serials, non-book materials and catalogue production
    - ❖ Serials control
    - ❖ Circulation
    - ❖ User services – implementing electronic services in the libraries for fast communication of information.
  3. To coordinate efforts for suitable collection development and reduce unnecessary duplication wherever possible. The purpose is
    - ❖ to develop collection by mutual cooperation
    - ❖ to reduce the operational cost of the collection development
    - ❖ to control the rate of rising cost of the collection development
  4. To establish referral centres to monitor and facilitate catalogue search and maintain a central online union catalogue of books, serials and non-book materials of all the participating libraries.
  5. To develop a specialist bibliographic database of books, serials and non-book materials for search and access.
  6. To create a database of projects, specialists and institutions for providing online information services.
  7. To coordinate with other regional, national and international networks for exchange of information and documents for the use of libraries and users.
  8. To evolve standards and uniform guidelines in techniques, methods, procedures, hardware and software, services and so on and promote adoption in actual practice by all libraries, in order to facilitate pooling, sharing and exchanging resources and facilities towards optimization.

#### **5.4.3 Functions of Library Networks**

Library Networks have been established with the main purpose of sharing resources so that unnecessary wastage of limited finance with them can be avoided. However, not all networks conform to the essential functions of library networks. It is noted that the essential functions should include the promotion of resource sharing, creation of resource sharing tools like union catalogues, rationalization of acquisitions and adoption of international standards for creation

of records uniformly and delivery of documents. Keeping these things in view, functions of a typical library network might fall into the following three categories:

**Notes**

1. Information services to users
2. Technical services to member libraries
3. Management service to the network administration

Information and technical services are goal-oriented, i.e. to fulfil the primary goal of the network. Management functions are functions that support the network administration. Functions that serve the users directly, i.e. information services to users are:

- ***Inter-library loan service:*** It means that each member library may require having the facility to photocopy for delivering the documents.
- ***Reference and Referral:*** Each member library may require the facility of having dedicated telephone and/or E-mail service.
- ***Access to databases:*** To prepare retrospective bibliography for the purpose of browsing to know whether or not a document is available.

Functions that serve the libraries i.e. the technical services are:

- Cooperative collection development programme
- Technical processing involved in acquisition
- Cataloguing and other means of resources to identify and to locate documents
- Circulation control system

The management services, i.e. functions that support the network administration are:

- Establish an operational system that implement the functions mentioned above
- ***Evaluation of the networks:*** This is done through
  - (a) collection of statistics
  - (b) analysis of performance of the network
  - (c) user studies
- ***Training activities:*** These are done through
  - (a) staff development programmes
  - (b) user oriented programmes
- ***Cost analysis:*** It involves:
  - (a) determination of costs, fees to be collected, etc.
  - (b) allocation of budgets

Communication of activities such as:

- (a) holding of meetings
- (b) publication of newsletters, etc.



**Task** Do you think that unnecessary wastage of limited finance can be avoided by establishing Library Networks? If yes, give reasons to support your answer.

**Notes**

**Self Assessment**

Fill in the blanks:

10. .... has become a very powerful link in the coordination and dissemination of library resources.
11. Library Networks have been established with the main purpose of sharing resources so that unnecessary wastage of limited ..... with them can be avoided.
12. Information and technical services are ..... oriented.

## **5.5 Library-Extension Services**

As a social animal, we have relations with our family members, relatives, neighbours, and colleagues, etc. We make all efforts to improve the relations and do our best to prove the usefulness of relations with them. We also extend our sphere of relations by making new relations. Similarly, an institution keeps relations with its customers, suppliers, investors, etc. It also proves its utility as well as improves its competency. It is necessary on the part of any organization especially social organization which runs with public funds and for public service. Likewise, a library that is a social institution also keeps relations with its users whom it gives services and other libraries whose resources are used by it.

### **5.5.1 Need for Extension Services in Libraries**

The first Law of Library Science "Books are for use" is firmly established if the libraries realize that their existence is justified only by the extent to which their books are used by the readers. Again, the third law of library science "Every book of its reader" also gives emphasis on the same concept. But here books cannot move to their users. Therefore, all the efforts should be on the part of library itself to bring the books at the door step of users. Dr. Ranganathan is in favour to adopt the shop analogy by the libraries to implement the laws of library science. The most suitable method is public relations and extension services of the library to reach all people of the community. Through various programmes and proper planning the Extension Services are efforts to reach the maximum number of people whereas Public Relation is an attempt to interact with the people by informing about the resources and services of library as well its importance to them. Therefore, this is an obligation of a library:

- To get the views of users about its utility and quality of services time to time; and
- To expand its area by making new users and by having cooperation with new libraries.

The Extension Service (ES) is an effort of a library to increase the number of its users to make the maximize use of its resources. On the other hand with the help of Public Relations (PR), it informs the public or users about its resources, services and their utility.

According to Dr. S. R. Ranganathan, "*Apart from such methods of pure publicity, libraries are now a days developing certain new types of work which, in addition to their being directly educative or recreational, lead also to publicity as an important secondary product.*" These activities are named as the extension services of libraries.

### **5.5.2 Objectives of Extension Services**

The main objectives of extension services are as given below:

- It is an attempt to turn the library into a social centre which encourages reading.

- |   |              |
|---|--------------|
| <ul style="list-style-type: none"><li>● Its aim is to convert readers into non-readers.</li><li>● It creates and stimulates the desire for good reading and brings book and reader together.</li><li>● It makes maximum use of library resources.</li><li>● It is to create image of the library among the public and government.</li></ul> | <b>Notes</b> |
|---|--------------|

### **5.5.3 Various Facets of Extension Services**

To perform the extension services effectively the following facets in terms of infrastructure, equipment, skilled staff, etc. are needed:

- To execute any extension service a proper planning by considering all the concerned aspects is necessary. Inadequacy at any part may fail the whole programme;
- All the extension services must be to encourage people to use the library and to make the maximum utilization of library resources for the development of the society;
- The library should have a lecture hall, an exhibition lobby, conference rooms etc. to organize workshops, lectures, debates, exhibitions, music concerts and other social and cultural programmes;
- The library should have multimedia projector, audio-visual equipment like slide and film projector, mike, recording facility, etc. also required in the library;
- The librarian and other library staff should be able to establish good public relations in the community so that maximum community members may participate in such programmes actively;
- The coordination and cooperation among the staff members is also an important element for successful execution of extension services.

### **5.5.4 Extension Services Programmes**

The Extension Services may be organised through various programmes. Dr. Ranganathan has given the following techniques or programmes to provide library extension services:

- Reading to Illiterates;
- Translation of Manuscript/Local Language;
- Reading Circle;
- Intellectual Centre;
- Library Talks and Public Lectures;
- Library Exhibitions;
- Story Hours;
- Festivals and Fairs;
- Display of New and Topical Books;
- Mobile Services;
- Quiz Programmes;
- Celebration of Books Week.

**Notes**

**Self Assessment**

State whether the following statements are true or false:

13. The Extension Service (ES) is an effort of a library to diminish the number of its users to make the maximize use of its resources.
14. The Extension Services may be organised through various programmes.
15. The coordination and cooperation among the staff members is not an important element for successful execution of extension services.



*Case Study*

**Resource Sharing among ISRO Libraries**

The much talked resource sharing and library networking in Indian context often fails to reach the bottom/operational level to reap fruits in terms of increased service and/or decreased cost. The bottom-upward approach to resource sharing is rare. As such there are no practical efforts like that of even 'conspectus' of RLG (Sridhar, 1997). Not many sincere attempts are made to narrow the gap between idealistic theoretical slogans and the practical implementations (Sridhar, 1995). The latest addition to list of slogans is 'consortia approach'. It is not new to libraries as cooperative acquisition as a way collective decision making existed before.

'Consortia approach' to e-journals is a marketing strategy of commercial publishers to get continuous longer commitment from a group of libraries for their journals. There has been a 'journal war' between scientists (authors) and commercial publishers who are working with as high a margin as 35% in spite of the fact that production cost of e-journals is very low as compared to print versions. Savings are estimated to be about 40-50% on distribution cost and 30% on paper cost in case of e-journals. Scientists (Public Library of Science) have pleaded for reduced prices for e-journals and free access to back issues of e-journals (after six months) and subsequently resorted to publishing competitive e-journals.

Steep reduction in buying power of libraries, in the recent past, needs no overemphasis. Libraries have been combating the fiscal constraints mostly by cancelling the costly and less used journals based on use studies and user opinion and try to depend on other libraries. Depending on content page services, exchanging with in-house publications, trying to obtain on gratis, etc., have already been substantially explored by most of libraries. However, like publishers of journals, libraries also need to have new strategies to face the unending fiscal constraints. An attempt is made here to present steps taken by ISRO libraries to work quietly and differently in this direction.

Like other libraries in the country, there has been an informal but naturally marginal activity of inter library loan and other mutual help among ISRO libraries. Efforts were also put in to implement uniform library management software to enable remote networked access of holdings of about a dozen libraries within the organisation. Taking advantage of changed pricing policies of publishers coupled with availability of new media like CDROM, ISAC library could save about \$ 27,000 during last few years. All these savings are achieved by making use of concessional prices extended for print subscribers and incidentally other sister organisations did have print subscriptions. The latest being \$ 3000 during 2001 on AIAA papers using order of VSSC for CD-ROM version. Having done so and with the

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encouragement and permission from the top management an effort is made during 2001 to develop a practical agenda for the entire group of libraries to increase savings on these accounts without any reduction in services to the customers.

A quick look at the data so gathered revealed that four major centre libraries (VSSC, SAC, ISAC and SHAR) put together but independently spend about ₹ 482 lakhs on acquisition of books, reports, journals, databases and other information material (Total budget of all libraries of ISRO is over 600 lakhs). Journals each costing over \$ 500 in four major libraries alone consumes ₹ 255 lakhs. Further, ten ISRO libraries put together spend about ₹ 300 lakhs on 386 unique titles of costly journals with overlapping subscriptions to the extent of 52% (₹ 152 lakhs). In addition, the over lapping subscriptions to CDROM databases and costly standing orders like that of AIAA and IEEE conference volumes consumed another ₹ 70 lakhs.

#### **Meeting of Librarians**

With the above data on hand, it was decided to have a meeting of four centre librarians to decide on (i) elimination of duplication and to share costly resources wherever possible, (ii) exchange of benefit of complementary/online access to journals to save on print subscription (iii) opt for combined subscription on consortia price or combination subscription price wherever available, and (iv) explore other ways of sharing costly resources. Accordingly a meeting held on 14.9.2001 took note of the fact that resource sharing and inter library cooperation has already been practiced by ISRO libraries among themselves as well as with other libraries in the respective cities/ region. In order to effectively face the budget crunch and increased prices of information materials and conversion rates for hard currencies the need to gear up for more creative resource sharing was felt. The two-fold purpose of the meeting was to increase the value of services to customers and to save on the expenditure of ISRO libraries. A sort of cooperative acquisition and/or consortia approach based on ABC analysis looked practical and useful as an initial step. The meeting deliberated in greater detail and decided to take action as noted below and also to resolve certain operational problems like payment, follow up, supply destination, etc. Publishers/suppliers have to be requested to extend proportional benefit to each participant library and receive payment from different libraries and to effect supply directly to individual libraries.

#### **Broad Areas of Collective Decisions**

1. **CD-ROM databases:** ISRO libraries subscribe to CD-ROM databases. The concessional prices for additional copies are substantial. It has been agreed to that ISAC library will cancel subscription to Ulrich+, Aerospace and Compendex databases and depend on VSSC library. In turn, VSSC library will cancel BIP+ and depend on ISAC library. Further VSSC library will change subscription to Ulrich+ for alternate year basis. The cancellations would save about \$ 11,685 + Pound 2115 per year and availing additional copy price would save another \$ 1089 + Pound 3670 per year.
2. **AIAA and IEEE conference volumes:** As did for the year 2001, subscription for all AIAA papers will be made for one print (for ISAC) and one set CDROM (for VSSC) at \$ 8000 per annum saving \$ 3000 per year. The standing order procurement of about 300 conference volumes of IEEE per year (POP +) as a package deal cost \$ 29,995 per year. However print plus online access costs only \$ 40,990 resulting in a saving of about \$19,000 per year. It was decided to explore and opt for the combination subscription by ISAC and VSSC libraries.
3. **SRIM Reports:** The overlapping subscriptions to 12 subcategories of SRIM (Selected Research in Microfiche) were examined and decided to eliminate duplication thus saving about ₹ 1.94 lakhs per year.

#### **Notes**

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	4. <b>Journals:</b> ISAC library identified 12 costly journals worth ₹5.55 lakhs having overlapping subscriptions and came forward to propose their cancellation. Similar lists are being prepared by other libraries. Selected list of free e-journals worth ₹ 2.37 lakhs and selected list of e-journals available free against print subscriptions worth ₹ 21.50 lakhs prepared by ISAC library were also circulated among all ISRO libraries to consider cancellation of print subscriptions and to depend on free/complimentary e-journals. It was decided to avail the offer by all libraries concerned, thus saving about ₹ 2.45 lakhs per year. It is interesting to note that subscription to 'Material science and technology' is \$1429 whereas subscription to second copy cost only \$525 thus a saving of ₹ 45200 per year on second copy alone. For a large number of journals, publishers/suppliers have either not responded or positively responded with concessional multiple copy/combination subscription prices. Hence, it was decided to go ahead with renewals of such journals for the year 2002 in the usual way with a note to review them periodically for future pricing policies.
	5. <b>E-Journals:</b> Combination subscriptions like one print and additional copy in e-form save almost 80% to libraries. Similarly IEEE's electronics library (IEL) option has a huge saving if ultimate users are prepared for accepting e-journals. In addition to all IEEE Journals, conference proceedings and standards, it provides free access to back issues since 1988, access to IEE journals and conference proceedings as well as a subset of INSPEC database hyper-linked to original articles. It has been decided to put these two options before users and library committees in the form of sample/trial access to e-journals to assess the acceptance of users and take decision later in due course if user-acceptance to e-journals is positive. On a trial basis, ISAC library has decided to go for e-version of IEE proceedings in combination with print subscription of other ISRO libraries saving ₹9600.
	6. <b>Other issues:</b> The meeting also deliberated other related issues like effective use of 'space net' for resource sharing among ISRO libraries, division of archiving responsibility for bound journals, exploring ways of resource sharing in other areas like less costly information materials, standards, patents and planning for developing digital collections. It was also proposed to use substantial part of the savings achieved through this effort to build infrastructure needed for developing digital collections.

**Questions:**

1. Write down the case facts.
2. What do you infer from it?

*Source:* [http://eprints.rclis.org/9169/1/J44\\_ResShareISRO.pdf](http://eprints.rclis.org/9169/1/J44_ResShareISRO.pdf)

## **5.6 Summary**

- Resource sharing, in fact, extends the scope of library cooperation to include certain reciprocity and partnership in which each participant has something useful to contribute as well as to receive from others.
- The basic activity of resource sharing is aimed at maximising the availability of library materials and services at the minimal expense.
- The concept of library networking to aid information resource sharing and support activities in libraries has become a real necessity.
- One of the significant aspects that needs attention is that each participating library should have a clear cut policy as regards the type of resources it would be in a position to share' with other member libraries.

- |  |              |
|--|--------------|
| <ul style="list-style-type: none"><li>• Record keeping is important in resource sharing systems as it is in individual libraries.</li><li>• Resource sharing denotes a mode of operation, whereby all or part of library functions are shared in common among several libraries.</li><li>• Networking is information/resource sharing through computers and telecommunication links which transmit information or data from one library to another.</li><li>• Networking is a system with a predominant how of service and a reverse flow of demand.</li><li>• The basic purpose for creating a network is to provide information services to member libraries through sharing of resources of the participating libraries of the network.</li><li>• A library that is a social institution also keeps relations with its users whom it gives services and other libraries whose resources are used by it.</li></ul> | <b>Notes</b> |
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## **5.7 Keywords**

***Acquisition:*** An asset or object bought or obtained, typically by a library or museum.

***Library Network:*** A library network is a description of an activity which existed before the term itself was devised.

***Networking:*** Networking is information/resource sharing through computers and telecommunication links which transmit information or data from one library to another.

***Organisation:*** An organization (or organisation) is a social entity that has a collective goal and is linked to an external environment.

***Record keeping:*** Record keeping is the process and system of maintaining business documents so that such records can be found quickly and easily.

***Resource sharing:*** Resource sharing in libraries is defined as a mode of operation whereby functions are, shared in common by a number of libraries in its most positive effects: Resource sharing entails reciprocity, employing partnership in which each member has something useful to contribute to others and in which every member is willing and able to make available when needed.

***Resource:*** Resource implies a thing, a person or an action to which one turns for aid and help in time of need.

***Service:*** A valuable action, deed, or effort performed to satisfy a need or to fulfil a demand.

***Sharing:*** Resource implies a thing, a person or an action to which one turns for aid and help in time of need.

***Technology:*** Technology is a body of knowledge used to create tools, develop skills, and extract or collect materials.

## **5.8 Review Questions**

1. Define resource sharing.
2. What are the objectives of resource sharing?
3. Write short notes on the following:
  - (a) CALIBNET
  - (b) BONET

- |              |               |
|--------------|---------------|
| <b>Notes</b> | (c) INFLIBNET |
|--------------|---------------|
4. "Record keeping is important in resource sharing systems as it is in individual libraries". Elucidate.
  5. Discuss the three areas in which library assign their resources.
  6. Describe library network.
  7. Explain the objectives of library networks.
  8. Discuss the functions of library networks.
  9. Why there is a need for extension services in libraries?
  10. Highlight the various facets of extension services.

### **Answers: Self Assessment**

- |                   |                       |
|-------------------|-----------------------|
| 1. True           | 2. False              |
| 3. True           | 4. Clientele          |
| 5. Record keeping | 6. Telecommunications |
| 7. True           | 8. True               |
| 9. False          | 10. Networking        |
| 11. Finance       | 12. Goal              |
| 13. False         | 14. True              |
| 15. False         |                       |

### **5.9 Further Readings**



*Books*

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<http://www.ala.org/rusa/sections/stars/5-things-every-new-resource-sharing-librarian-should-know>

	<b>Notes</b>
<a href="http://www.ilds2009.eu/fileadmin/user_upload/Full_text/ILDS2009-SangeetaKaul.pdf">http://www.ilds2009.eu/fileadmin/user_upload/Full_text/ILDS2009-SangeetaKaul.pdf</a>	
<a href="http://www.netugc.com/library-resource-sharing-and-networking">http://www.netugc.com/library-resource-sharing-and-networking</a>	
<a href="http://www.slideshare.net/mayjoyce89/networking-and-resource-sharing-in-library-and-information">http://www.slideshare.net/mayjoyce89/networking-and-resource-sharing-in-library-and-information</a>	
<a href="http://www.worlib.org/vol09no1/kar_v09n1.shtml">http://www.worlib.org/vol09no1/kar_v09n1.shtml</a>	

## **Unit 6: Public Libraries**

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### **Objectives**

After studying this unit, you will be able to:

- Discuss the concept of Public Library
- Explain the purpose of Public Library in India
- Describe the basic elements of Public Libraries
- Discuss the functions of Public Libraries

### **Introduction**

In the previous unit, we dealt with the concept and goals of Resource Sharing, the requirements for the organisation of Resource Sharing along with the concept of Networking and the Library-Extension Services. As a common citizen of your locality you may have had opportunities to visit and make use of a public library or you may even be a member of a public library. Among the different types of libraries evolved by society in modern times, public libraries are the most

Popular, because of the functions they perform. They play a very significant role in the welfare of a society. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the concept, purpose, elements and functions of Public Library.

**Notes**

## **6.1 Concept of Public Library**

A public library is a library that is accessible by the general public and is generally funded from public sources (such as taxes) and operated by civil servants. Public libraries exist in many countries across the world and are often considered an essential part of having an educated and literate population. Public libraries are distinct from research libraries, school libraries, and other special libraries in that their mandate is to serve the general public's information needs (rather than the needs of a particular school, institution, or research population).

Public libraries also provide free services such as preschool story times to encourage early literacy, quiet study and work areas for students and professionals, or book clubs to encourage appreciation of literature in adults. Public libraries typically allow users to take books and other materials off the premises temporarily; they also have non-circulating reference collections and provide computer and Internet access to patrons.

Public library has been defined differently by different experts depending upon the importance they gave to its objectives. It was a People's University for those who laid stress on educative aspect; it was a common man's cultural centre for those who had in mind its recreational role; for some it was a centre to provide authentic information for various aspects of life.

### **6.1.1 UNESCO's Definition**

A public library is an entity that is established under state enabling laws or regulators to serve a community, district, or region, and that provides at least the following:

- an organized collection of printed or other library materials, or a combination thereof;
- paid staff;
- an established schedule in which services of the staff are available to the public;
- the facilities necessary to support such a collection, staff, and schedule; and
- is supported in whole or in part with public funds.

However, the most widely accepted definition of a public library was formulated by UNESCO in 1949, which was revised in 1972 and again revised in 1994, and is known as the UNESCO Public Library Manifesto. The definition of a public library according to this manifesto is as follows:

- it is a public library which being the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups;
- a living force for education, culture and information, an essential agent for the fostering of peace and spiritual welfare through the minds of men and women;
- the local centre of information, making all kinds of knowledge and information readily and freely available to its users;
- accessible for all, regardless of age, race, sex, relation, nationality, language or social status; and

- Notes**
- lastly, the libraries which have collections and services, all types of appropriate media and modern technologies, as well as traditional materials with high quality and have relevance to local needs and conditions. Material must reflect current trends and the evolution of society, as well as the memory of human endeavour and imagination.

This definition is exhaustive, covering all the facets of public library services.

### **6.1.2 Evolution of Public Libraries Factors**

Mankind has taken decades, nay centuries, to evolve this institution. It would be worthwhile to know the factors which have helped in the evolution of a public library. Important among these are mentioned below:

1. ***Urge for Knowledge:*** The urge to seek knowledge in an individual has motivated him to make efforts to get it from whatever source he could. Why did the man get this urge? As social historians point out that the urge for knowledge manifested in man:
  - ❖ to protect one's individual freedom like right to think and express; right to communicate, etc.;
  - ❖ to master the environment around, him through the help of science and technology;
  - ❖ to achieve success in competitive spheres of economic and social life; and
  - ❖ to achieve cultural progress.As a result of the joint influence of these factors, man over the centuries, has been striving hard, individually and collectively, to seek knowledge, assimilate it and to use it by his thinking and application.
2. ***Literacy:*** To help oneself with the sources of knowledge like books, man had to master reading, writing and arithmetic. Although schools did provide him instructions in gaining certain degrees of competence in literacy, man heavily depended on institutions like public library. With the support of the Union Government in India, the Total Literacy Campaign was started in about 300 districts in 'the country and it is hoped that in the near future our country will be fully literate.
3. ***Universal Public Education:*** It was not enough for someone make their individual efforts to seek and use some sources of knowledge and profit thereby. The masses had to progress through collective efforts. For this purpose education was made compulsory for all citizens so that each one of them, by helping himself, would ultimately contribute to the nation's overall progress. This kind of public education had to be on a continuing basis; therefore, the public libraries become vital means of providing life-long self-education in various walks of life.
4. ***Enlightened Leadership and Philanthropy:*** In Western society in particular, enlightened leaders like industrial magnates, parliamentarians, educationists, political leaders and others, who had derived the benefits of education and knowledge, the hard way, came forward to provide money, buildings, books, etc., to establish and develop libraries for the general public, so that those who do not have the means to provide themselves self-education could find in public libraries a place to do so. This trend assisted rapid development of public libraries in the west.
5. ***Rapid Advancement in Science and Technology:*** Communication of information among individuals or groups was at a snail's speed prior to the invention of ink, paper and printing. The invention of these materials by the Chinese, improved by Arabs and perfected later by Europeans, helped production of books in large number, better in quality (and

therefore could be preserved for longer duration) and at lesser cost. These developments helped the libraries to collect more books for benefit of the people.

**Notes**

With further improvements in communication technology, audio-visual materials like records, charts, illustrations, films, slides, etc., made their appearance to serve as a boon to the educated, illiterates or neo-literates in their efforts to acquire knowledge.



*Did u know?* In the present century, with the introduction of mass media like film, radio and television and electronic media like tapes, cassettes and discs telecommunication, it has become possible to provide quick information to the masses, cutting across geographical, political and other man made barriers.

All these means of communication are being suitably exploited by public libraries of today to achieve the goal of providing easier, quince and free access to information. Their contribution, therefore, in the development of libraries has been quite immense. With satellite communication, the task of communication of information at the door steps of individuals is possible now.

6. **Fruitful Utilisation of Leisure:** With the application of machines to the manual and routine type of work, man could produce more goods, of better quality and in lesser time. By producing and selling such refined goods; he accrued more wealth for himself. Such additional wealth and leisure, slowly and gradually, were utilised to acquire more information and education, and in better cultural pursuits. The public library served as a good platform for such persons for fruitful utilisation of their leisure.

Thus, a variety of factors, individually and collectively, have played their role towards the evolution of present day public library in civilised societies of the world. Now let us consider the meaning of the term 'Public Library' as it is now conceived the world over.

### 6.1.3 Public Library and Features

So far you have been acquainted with the factors in the evolution of a public library, the meaning of a public library as per the UNESCO manifesto and its general functions. At this stage, you may be eager to know what role/functions could be envisaged for such a library in our present Indian Society. This requires reinterpretation of the functions of a public library in the light of certain characteristic features of our contemporary society.

Features of Contemporary Indian Society are as follows:

- **Socio-economic Features:** As per the 1991 census, 74.30 percentage of the Indian population resides in rural areas comprising small towns, villages and hamlets. It is, therefore, very much scattered. It is agriculturally oriented. The per capita income is quite low with nearly 40% of the population living below the poverty line. The economic disparities among the people are glaring. With the onset of industrialisation, rural population is steadily migrating to the nearby urban centres.

There are large numbers of linguistic groups residing in unilingual or bilingual states. But each linguistic state has in its fold substantial populations communicating in minority languages i.e., other than the State language. Similarly, the population could be distinguished on the basis of different religions and castes, which means different customs, manners, dresses, family laws, etc. Thus, there is the presence of varied beliefs and practices.

- **Politico-Historical Features:** The constitution of India envisages a democratic society but we are without democratic traditions. We have been ruled by princes, kings and emperors

**Notes**

over the centuries more or less in an autocratic way. We have inherited rich civilisation and a culture, which depicts a mixture of various racial influences of Aryan, Semitic, Roman and Dravidian. Politically we are governed by different political parties with their specific ideologies.

- **Educational Features:** From the point of view of literacy, nearly 60% of the population is illiterate. Our constitution envisages provision of compulsory primary education for all children between 6 to 14 years of age. But this target is still to be realised. There are a high percentage of dropouts in the primary education. Secondary and higher education although show quantitative growth, these are not in line with planned development of the country. There are great disparities between the educated and the non-educated. Many people, especially rural, are unaware of scientific and technological developments which affect their lives, e.g., health, hygiene and nutrition. Thus, generally, the application of scientific and technological innovations is low.
- **Socio-Psychological Features:** People are generally found to be tradition bound and fatalistic in their outlook on life. Traits of self-help and independent thinking are not found in many. Information is conserved rather than disseminated. People are governed by fear and diffidence rather than by hope and confidence. They are fearful of experimentation. Religion and language have hindered national unity and progressive attitude.

#### **6.1.4 Present Status**

The current status of the public library system in India is hard to ascertain and describe, because a consolidated picture is not available. The state of public libraries varies between different parts of the country. In particular, the condition of the majority of public libraries in rural areas is poor. Many of them do not have their own buildings, being located in no more than small thatched huts; or they have to share the premises of other institutions. Storage facilities are very poor and the stock of reading materials is small. According to the Constitution of India, public library development is a State responsibility. Therefore, all States are vested with the mandate to set up libraries at different levels within each State. But out of 29 States and 6 Union Territory Administrations, only 11 states have so far passed library legislation, enabling their respective State Governments to provide a public library system. So, as a response to this variability in the level of development in the States, the Department of Culture of the Government of India has set up the Raja Rammohan Roy Library Foundation (RRRLF).



*Caution* It is intended to act as a nodal agency for development of public libraries in India and has also been given the responsibility for resource mobilization for modernization of the State and District central libraries, the development of infrastructure and training of personnel.

In consequence, there are now 28 State central libraries situated in different cities which are funded by the RRRLF. Presently, the RRRLF is working to spread library services all over the country in active cooperation with State Governments, Union Territory Administrations and voluntary organizations (NGOs) working in this field. It is clear then that the public library scenario is not uniform in India. It is difficult to collect authorized statistics on public libraries in the country, as they are under the responsibility of a variety of agencies who, for various reasons, never disclose such information on a national scale. This forces us to guess about the state of a vast number of public libraries, though it is not hard to imagine the difficulties they face in facilitating information and library support to the mass of over a billion population,

spread over 32 lakh square kilometres, with a spectrum of literacy, intelligence, money, cultural and caste values. And just as States differ in size, population, literacy rate, status of books produced in the particular regional language, and economic growth, so does the public library system also differ from State to State. Also there are administrative problems such as the fact that rural libraries in some States form a part of the public library system and in some other States they came under the jurisdiction of the Adult Education Department or Public Relations Department. Widespread illiteracy is the greatest handicap for developing library services, both in certain urban and rural areas set in the traditional pattern.

**Notes**

The RRRLF's program of assistance is most helpful to the cause of public library services in the countryside. The program provides the best example of resource sharing of public library services at all levels and the Foundation has made great strides in promoting library service across the country. During the last 28 years, out of 60,000 public libraries scattered over the country, the Foundation has helped more than 31,000 libraries at different levels. But a great number of these public libraries (of which approximately 70 per cent may be rural) are merely reading rooms with neither a generous supply of books, nor adequate infrastructure nor trained staff. According to the International Federation of Library Associations and Institutions (IFLA) standards, there should be one public library for every 3,000 people. Thus, with over one billion people, India needs more than 343,000 public library units. India has around 568,558 inhabited villages and there may be just one public library for eight to ten of them.



*Caution* Yet one of the IFLA standards stipulates that the nearest library unit should not be more than a mile away from the residential area it serves. The discrepancy is clear.

To summarise, the major constraints faced by the public library system which militate against effective dissemination of information are:

- A considerable percentage of the population is illiterate or functionally literate making libraries of minimal use to them.
- Poor resource allocation for infrastructure improvement and collection development for public libraries.
- Lack of sufficient sanctioned posts, forcing most services to be operated by voluntary non-professional staff, which damages information organization and services.
- The problem of educated professionals preferring to work in special and academic libraries than public libraries.
- Little emphasis on the adoption of information and communication technology for public library systems and services.



*Task* Critically analyse the current status of the public library service in Orissa.

### Self Assessment

State whether the following statements are true or false:

1. Public libraries exist in many countries across the world.
2. There are few numbers of linguistic groups residing in unilingual or bilingual states.

- Notes**
3. The constitution of India envisages a democratic society but we are with democratic traditions.
  4. The RRRLF's program of assistance is most helpful to the cause of public library services in the countryside.

## **6.2 Purpose of Public Library in India**

The UNESCO, in its public library manifesto, for the first time spelled out the key objectives which relate to information, literacy, education and culture and should be at the core of public library services:

- creating and strengthening reading skills and habits in children from an early age;
- supporting both individual and self-conducted education as well as formal education;
- providing opportunities for personal creative development;
- stimulating the imagination and creativity of children and young people;
- promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations;
- providing access to cultural expressions of all performing arts;
- fostering inter-cultural dialogue and favouring cultural diversity;
- supporting the oral tradition;
- ensuring access for citizens to all sorts of community information;
- providing adequate information services to local enterprises, associations and interest groups;
- facilitating the development of information and computer literacy skills;
- supporting and participating, in literacy activities and programmes for all age groups, and initiating such activities, if necessary.

With these key missions, the public libraries will enable the development of well-informed citizens capable of exercising their democratic rights and play responsive role in the changing society. This will generally depend on a free flow of unlimited access to public libraries.



*Did u know?* Public libraries have been slow to figure out that the 21st Century customer does not need 20th Century library services. School, academic and special libraries have been dealing with the new Millennial Customer for several years.

Apart from above purposes, there are other purposes of Public Library which are as follows:

1. ***Securing the Funding and Future of the Library as Purpose:*** An appropriate mission is important to secure funding for and insure that the library continues in the future. This need to secure funding and insure the continuance of the library relates to the bureaucratic structures and tendencies of the library. Bureaucrats are self-maximizing and work to forward their own interests—job security and the further existence and growth of their institution or agency. The library initiated an integrated effort to learn what customers valued, to connect to those values, and to communicate the value the library delivers with frequency and consistency.

The idea of building public will is more than just better promotion or communication, but getting people to see the library as a vital resource and then to act on that idea, to turn belief into action. Building public will means using both grass roots and mass media tools that connect people to issues through their own values, rather than trying to change those values. Changes in attitudes eventually lead to changes in actions. Public will is achieved through focus on an issue that leads to the formation of new or different expectations on the part of the community. Libraries are usually worried about short-term day-to-day operational issues, and therefore try to change the public opinion in the short term as well. In contrast, public will based strategies focus on long-term change built over time by engaging broad-based grass-roots support to influence individual, institutional, and social change. There are five steps to building public will: framing the problem; building awareness; sharing information; creating personal conviction; and evaluate and reinforce.

**Notes**

Building public will leads to long term and sustainable change, creating expectations that libraries are necessary for flourishing communities. There is a vague unstated or assumed purpose in this process: to connect what the library does to that to what the community values so the community sees that the library is important. A purpose for the library, but that well-funded and well-liked libraries are a part of the community in which they are located, not only by providing resources and by services for residents, but by responding in times of need, keeping records of community events and participating in community celebrations. Again a library that has a community focus insures its survival but there is no explicit connection drawn as to the purpose of role the library play in the community.

2. **Values as Library Purpose:** Libraries provide support in learning English, which allows immigrants access to library programs and services as well as support for future education and employment goals. Community language literacy provides the opportunity to participate globally, to forge and reinforce connections and to support self-esteem. Even though libraries and librarians play in granting access, this is not a purpose, but a value that would support a purpose. Access for all applies to many roles or purposes that libraries might choose, as the purpose would determine what they were able to access. The transparent library practices open communication, both listening and talking, providing multiple opportunities for communication in a variety of ways. The transparent library scans its environment, looking for the next trend because responding to trends can lead to innovation and improvement.
3. **Library Services as Library Purpose:** The future lies in providing new materials in new formats and providing new services. New materials in new formats present challenges to improving user access to those materials and formats. In fact, the user often turns to Google or Yahoo! assuming equal quality rather than to the library's databases because the search engines are more user-friendly. Traditional library services such as face-to-face reference and ready reference have been in decline. Users only consult the reference librarian after trying unsuccessfully on their own to find the information on the Internet. Librarians must then seek out new users in new ways, expand the library services and ways they provide them.



*Notes* The future of reference is best summed up as high tech and high touch. Libraries will continue to upgrade technology to serve their users better. They will also continue to develop personalized services for each and every user, whether that user asks for service face-to-face at the reference desk, by telephone, by e-mail, or by chat. Again, perhaps not a purpose, but goals and objectives that libraries should aim for, in this case, in the name of utilizing technology to provide different and better services for users, implying that as long as that is happening, the library is here to stay.

- Notes**
4. **Serving the Customer as Library Purpose:** In the 21<sup>st</sup> century, you will find three kinds of customers which are as follows:
- ❖ **Digital Fugitive:** This segment of library customers includes the Greatest Generation and Silent Generation, those customers over 65 and who can generally be considered 20th Century customers. Their interests are typical of 20th Century library services – books, newspapers, leisure and recreational print material, a quiet place to read and socialize. Most are not Digital Immigrants, but those who are use a limited amount of technology by necessity, like Internet and e-mail.
  - ❖ **Digital Immigrant:** This segment of library customers begins the serious Millennial Customer who has adopted technology into their lives – work and leisure. They are the Baby Boomers who are just this year turning 65, and are probably more of an enigma than the other generations, because they span a broad range of background, interests and activities. In middle age, they realized that they needed to become “lifelong learners” because their high school education wouldn’t get them very far in the last 20 years of the 20th Century. Technology was changing so fast that they had to learn it to keep up and retain their place in society and the workplace.



*Notes* As library customers, Boomers represent virtually all library services, traditional and cutting edge. Older Boomers are Digital Immigrants by necessity more than desire, and they have typical traits of Digital Immigrants in that they still use punctuation in their e-mails, IMs and even tweets.

- ❖ **Digital Native:** You can see GenX in the Digital Native category because this is THE generation that has truly mastered the art of adapting to change. They have straddled today’s technology in an amazing way, yet still remember being their parents “TV remote”. Their first introduction to technology was sitting on the floor in front of the TV and changing the channel, and now they proficiently handle the five remotes on the coffee table in their home, or more likely figured out the “universal” remote.

Generation X people are mostly Digital Immigrants by birth, and for the most part represent those now reaching middle age. GenX statistically holds the highest education levels when looking at age groups. Because the technological, educational and societal changes have been so significant between their own childhood and now their children’s, none of the Baby Boomer models fit for the GenX generation. They must reinvent everything from parenting to career paths without a model. While GenX is often called the “microwave generation” due to their desire for instant gratification, they still struggle with their children who sit in a home with three different gaming systems, multiple computers, and 500 TV channels, and complain that they’re bored.



*Did u know?* GenX work in the vice grip of two generations. One has stayed in the work force longer than expected, and therefore created a bottleneck in upward mobility. The other generation with better technology skills is breathing down their necks, with their over-indulged upbringing, where everyone who participates gets a trophy, and wants everything yesterday.

Since most GenX did not grow up with technology (as we understand it today), but were exposed to it early in their late teen and early adult life, and have that uncanny adaptability

toward technology, many could qualify as Digital Natives, but are still technically Digital Immigrants. Fortunately, they did not acquire the aversion traits of their parents regarding technology, so they can all be considered Digital Natives in their behaviour.

**Notes**

Generation Y are so labelled as a follow on to the previous Generation X, but self-labelled as Millennials (wanting to disassociate themselves with the previous GenX). Most distinctively, they are indeed a “new” generation of learner, consumer, and citizen and library customer – the Millennial Customer.

Millennials are typified by their use of instant communication technologies, are also somewhat peer-oriented (which means they prefer the opinions of anonymous peers to that of “experts”), are into self-expression and acceptance, are more culturally tolerant than previous generations, have an inclination for delaying some of the rites of passage into adulthood, and trend toward living with their parents for longer than previous generations. They are generally considered the “Trophy Kids”, due to the “everybody’s a winner” approach to group activities, and as a result tend toward generational consensus building. They like to work collaboratively, and prefer to shape their jobs to fit their lives rather than adapt their lives to the workplace. They also believe in “doing” as opposed to “learning to do”.

5. ***Supporting Democracy as Library Purpose:*** Librarians need to be assertive, work to change their image with the public, go and make connections between people and information, train people for information in a democracy and promote the library as a centre for democracy. Here there is a clear focus to all the services, goals, objectives, and technology. Librarians reported that for many in their communities, the library was the only point of access for the internet. Others who have access elsewhere often turned to the library for assistance and one on one support and training in using the computer and accessing the Internet. Still others find that the library’s Internet is faster and more efficient than their home or work connections. In addition, more and more government agencies at all levels are moving to serve clients through web-based resources, with some services being now primarily available only online. Government agencies are now referring their service recipients to public libraries as places in which to receive both access to online services and assistance.

## **Self Assessment**

Fill in the blanks:

5. The need to secure funding and insure the continuance of the library relates to the ..... structures and tendencies of the library.
6. ..... language literacy provides the opportunity to participate globally, to forge and reinforce connections and to support self-esteem.
7. ..... people are mostly Digital Immigrants by birth, and for the most part represent those now reaching middle age.
8. ..... are generally considered the “Trophy Kids”, due to the “everybody’s a winner” approach to group activities, and as a result tend toward generational consensus building.

Notes

### **6.3 Basic Elements of Public Libraries**

If you examine this definition closely you will find that it incorporates certain basic elements which are unique to a public library. Let us now understand these basic elements.

1. ***A Free Library:*** A public library does not charge its users any fee for any of its services like consultation of books on its premises or loan of books for home reading or for rendering reference service or for providing recreation through a film show or any other cultural programme. All these services are rendered free to the citizen of a locality. Thus, a public library is unique in bestowing a right to every citizen to have free access to its books and other information resources.

However, a nominal charge may be made in cases when a particular product or a service passes to a reader as its own.



*Example:* When a certain bibliography or an article is copied for you and you retain the copy permanently with you, you may be charged nominally for such a service.

2. ***Financed by Public Funds:*** How, then, a public library maintains itself? The finance needed for the establishment, maintenance and development of public libraries is secured mostly from public funds. That is, the government under the law of the land levies an indirect tax known as library access, which is levied as surcharge on property or land possessed by a person or income accrued on professions or vocations or on vehicles owned by a person.



*Example:* In Andhra Pradesh, the Government of Andhra Pradesh levies a library access of 8 paise per rupee on house tax and property tax.

A person who owns a property when he pays the property tax pays also the library access. Thus every property holder indirectly contributes to the Library Fund of the area and thus lends support to the public libraries whether he/she is a literate or an illiterate. But the benefits of public library services are enjoyed equally by all citizens, irrespective of the fact whether they contribute to the library fund or not.

As money accrued by way of library access may not be sufficient for establishment; maintenance and development of public libraries, the State Governments in some cases contribute certain amount to the library fund.



*Example:* In Karnataka, the State Government contributes 3% of the land revenue of a district to the District Library Fund. In addition, there is a provision for any other organisation (national or international) or the Central Government to contribute whatever they can to the library fund. It is for this reason that you find in the definition given above the phrases "financed for the most part" i.e., some portion of the library fund may come from the Central Government, other organisations or philanthropic individuals.

3. ***An Auxiliary Educational Institution:*** Over the centuries civilised society has evolved a number of educational institutions of formal learning like schools; colleges and universities. The libraries attached to these educational institutions provide direct assistance for the teacher and the taught. But as the student population, which is increasing every year, is physically spread out in cities, towns and villages, the academic libraries are unable to meet all their demands. So, the public libraries located in these localities assist the students/teachers by providing suitable educative material, as may be needed, to successfully complete their formal education with ease. In this sense, a public library serves as an auxiliary educational institution serving each person according to his requirements. This

part of the concept of a public library, therefore, assumes active cooperation between public libraries and academic libraries of a given area.

**Notes**

4. **A Mandatory Institution:** A free library; supported by public funds in order to provide free access to every citizen impartially needs to be established under the law of the land by a competent authority like the Parliament or the State Assembly. In a democratic welfare nation, it should be legally ensured that a public library is established, maintained and developed in all localities so as to enable a citizen to reap the benefits, whatever free access to information, education and culture could bring. Thus, in the recent past almost every civilised nation has enacted a library law under the provisions of which public libraries have come into existence. In India, ten states, viz., Tamil Nadu, Andhra Pradesh, Karnataka, Maharashtra, West Bengal, Manipur, Kerala, Haryana, Mizoram and Goa have enacted library laws to provide public library services.

### **Self Assessment**

State whether the following statements are true or false:

9. A public library charges its users any fee for any of its services.
10. A person who owns a property when he pays the property tax pays also the library access.
11. The libraries attached to educational institutions provide direct assistance for the teacher and the taught.
12. In India, seven states have enacted library laws to provide public library services.

### **6.4 Functions of Public Libraries**

Having acquainted ourselves with some features of Indian society let us try to visualize the role; a public library could play in changing the unproductive mass of population into productive and contributive individuals in the overall progress of the nation. A public library as enunciated in the UNESCO Manifesto is expected to play its role mainly in the three principal areas – information, education and culture.

#### **6.4.1 A Centre for Information**

We have unusually large human resources which need to be harnessed and made productive. Lack of information and lack of free flow of information to the masses are impeding this effort. We, therefore, need to provide information suiting the needs of individuals and groups, almost at their door step and in a language understandable to them. The three immediate implications of this policy are (a) we need to establish more public libraries as information centres in rural areas where the maximum population resides, (b) such information centres needed to be oriented largely towards agriculture and (c) information presented in a non-book form i.e., by the use of oral, audio-visual and mass media communications in view of high level of illiteracy in the population.

- **Rural Communities:** To mitigate the hardships of poverty, libraries need to disseminate such information as people can use in seeking employment, skill development or in generating self-employment activities.



*Example:* Rural folk needs to be appraised of the policies and programmes of the government whereby a farmer is able to get money to cultivate his land, purchase quality seeds

- Notes** at reasonable prices, purchase agricultural implements, irrigate his land, etc. The ignorance of a farmer is, at present, being exploited by middlemen.
- Similarly, policies of the Government relating to agro-industries need to be popularised in villages and hamlets so that a climate in favour of agro-industries is created which, in the long run, will be able to arrest the migration of the rural population.
- ***Developmental Activities:*** Dissemination of information relating to development activities like construction of canals, dams and approach roads, digging water, construction of houses for weaker sections, establishment of cottage and village industries, etc., goes a long way in improving the economic conditions of the rural population. Dissemination of social information relating to unhealthy and unsocial practices in society is likely to bring out the issues into the open; and rally the people to face them boldly and profitably. Some such issues relate to: child marriage, widow marriage, the practice, Sati burning, dowry deaths, ragging in academic institutions, and portrayal of women in low profile, corruption in public offices, drinking and gambling. In order to enable the people to think loudly on such issues, they should be provided with free and impartial sources of information. Public library is the most suitable agency to undertake this task.
  - ***Popularization of Science:*** Scientific and technological information also needs to be published widely and in an understandable manner so that favourable attitude for such information is created among people. Information relating to science and technology which could be applied in day-to-day life needs to be made known by lectures, demonstrations and science exhibitions. Live demonstrations by agricultural scientists of the use of fertilisers will help the villagers. Dissemination of information through public libraries, on health and hygiene, child care, children's diseases will be highly profitable to all segments of the society.
  - ***Language Groups:*** As there are a number of linguistic populations in our country, libraries need to communicate information in regional languages – major or minor and not in a language unknown to the people. By systematic bibliographic work, librarians need to identify the lacunae in subject literature in different languages and communicate such information to potential authors and others who are concerned with production of literature. Efforts also need to be made to produce such literature in audio-visual format.
  - ***Religious (Groups):*** In order to build a sense of unity and respect for human values, literature relating to common objectives of different religions, their beliefs and practices needs wider circulation among the public. At every opportunity the libraries should inculcate democratic traditions and values among people. Knowledge regarding our constitutionally guaranteed fundamental rights and responsibilities is essential on the part of every citizen. Similarly, appreciation of the benefits and pitfalls of adult franchise has to be brought to the knowledge of the general public.
  - ***Legal Groups:*** Legal information relating to family laws, property laws, crime, etc., needs wider circulation. Awareness of rights as well as responsibilities in civil laws and criminal laws is vital for avoiding unwanted strife and misery among families and communities. Again, knowledge about the hazards of multi-party system in a federal structure of government needs to reach the public.

#### **6.4.2 A Centre for Self-education**

A very important function of a public library is to work as a centre for self-education. Institutions of formal learning like schools, colleges and universities provide a person a means of education

**Notes**

for a particular period in certain subjects in a very formal way. But a person has varied interests in which he would like to seek knowledge at a pace or time, which suits his situation. Most importantly, he would love to do it in an informal way. Public library is the institution which provides self-education suiting one's interests throughout one's life span. Such a self-education enriches a person's life to a great extent and mitigates his or- her day-to-day hardships.



*Example:* Consider the case of a mechanic who has an innate desire to develop photography as his hobby. Public library assists such an individual to cultivate photography as a hobby by providing him suitable information and material to understand the mechanism of a camera, to handle it effectively, etc., in a non-technical language. As he masters the basics of photography, the library provides him additional materials to keep up his interests. Thus, his leisure hours are spent in fulfilling his desire to learn in his own-way about his hobby which enriches his outlook on life. The money, time and energy utilised in this pursuit pays many fold dividend not only to the person concerned but to all those who are close to him.

#### 6.4.3 A Centre for Culture

A public library apart from being a centre of self-education and information is required to serve as a centre to promote local or regional culture. The UNESCO Manifesto declares that the public library is concerned with the refreshment of man's spirit by the provision of books for relaxation and pleasure.

The term 'books' is interpreted here in the widest sense to include all recorded materials of mankind: So, all recorded materials of mankind depicting his excellence in prose, poetry, drama; music, painting, dance and sculpture are collected together to provide a smoothing effect to the working mind. As a public library is required to meet the individual needs of the local public, local or regional cultural materials are given a place of prominence.

To recapitulate, a public library is essentially a free library, financed by public funds providing impartial service to all the members of a local community and which serves as auxiliary educational institutions. It is a democratic institution providing information, education and cultural environment to each according to his needs.

#### 6.4.4 A Centre for Local Cultural Materials

Yet another important function fulfilled by a modern public library is to identify and collect cultural material of importance available in its area. These may be works of art or sculpture, paintings, literary documents, musical instruments of the past, etc. In short, a public library goes in search of all such materials which link the people of the locality with its cultural past. In countries like UK and USA, public libraries have separate sections known as 'local history collections'. For the young, even an observation of such cultural materials kindles in him a sense of pride and achievement. Some of them are even tempted to try their hands or minds to contribute their own share to such cultural materials. In India, such cultural materials are often found in almost every town or village but most of them have remained scattered and unnoticed. These material need to be brought to the attention of the public at large so that they take due interest and pride in belonging to those places where these are found.

#### 6.4.5 Development of Democratic Spirit

A public library by providing all shades of opinion on a particular topic or issue engaging the attention of a person at a particular time gives him an opportunity to think over the issue dispassionately and objectively. In short, by being an impartial-information agency, it stimulates

**Notes** thinking and thinking dispels ignorance and hatred and replaces it by understanding, love and knowledge.

Further, as observed in the previous section, by bringing together in its socio-cultural activities, seemingly different segments of the society, on a single platform, the library slowly but surely develops a sense of amity, a sense of respect for the other groups, an appreciation of the difference in language, religion, customs and manners. Thus, sectarian life styles are substituted by democratic life patterns. In this sense, a public library, justifies its existence as a democratic institution.

#### **6.4.6 An Impartial Service Agency**

The next characteristic of a public library is that its resources (i.e., book and non-book material) and services are amenable for use by any person irrespective of one's caste, creed or sex. In this sense, every person of a sound mind irrespective of one's age, status, income, language, religion, sex, literacy or culture is welcome to the doors of a public library and utilise its resources to the fullest possible extent. Public library, therefore, is deemed as the most democratic of the democratic institutions founded by mankind.

#### **Self Assessment**

Fill in the blanks:

13. Dissemination of ..... information relating to unhealthy and unsocial practices in society is likely to bring out the issues into the open.
14. Information relating to ..... which could be applied in day-to-day life needs to be made known by lectures, demonstrations and science exhibitions.
15. The ..... Manifesto declares that the public library is concerned with the refreshment of man's spirit by the provision of books for relaxation and pleasure.
16. Public library is deemed as the most democratic of the democratic institutions founded by .....



*Case Study*

#### **Use of Information Resources and Services in Public Libraries**

**P**ublic libraries are essential since they improve literacy, stimulate imagination and expand personal horizons. They also inform and empower citizens, enable access to a common cultural heritage and support education at all levels. Also, a positive relationship is observed between public library and literacy level, which in turn, contributes to increase in economic productivity. Extensive studies were undertaken to study the role of public libraries in information society, value of services offered and use of the resources. Growth of public libraries in India has been traced by several authors.

Great attention was received by public libraries in India during independence struggle and their struggle for funds, space and trained staff at present to serve multilingual and multi-cultural needs of their community. Use of public libraries in different States in India has been studied extensively. Karnataka is one of the progressive States in India with

*Contd....*

growth rate of 7% for 2007-08 and is a hub of information technology industry and R & D institutions. With 67.4% literacy rate, the State is divided into 29 districts, 175 taluks and 745 revenue circles. Various aspects of public libraries in Karnataka State have already been studied.

Bidar district is located in the northern tip of Karnataka State comprising of Bidar, District headquarter and five taluks, namely, Aurad, Basavakalyan, Bidar, Bhalki, Chitaguppa and Humanabad. With male literacy rate of 58.97% and female literacy rate of 30.53%, and occupying 18th out of 20th position in the State as per the Human Development Report, it has earned the distinction of one of the most backward districts of Karnataka State.

Monitoring and evaluation of information resources in public libraries and their services are identified as an essential activity by Knowledge Commission, in its report submitted to Prime Minister, India. Low literacy rate indicates that the parents of most of the users are illiterates. Hence, lack of motivation or knowledge about competitive examinations or lack of competitive spirit among students and youth may be some of the reasons for lesser use of other information resources. The users were also asked to give the reasons for not visiting the library more frequently. Majority of the respondents (61%) stated that since all the educational institutions and other offices function between 10 a.m. and 5.30 p.m., majority of the users find that library timings are inconvenient. 12.5% of the users do not visit more frequently since the library services are unsatisfactory.

Among the many information sources in the library, newspapers, magazines and fictions are the most frequently used information resources. Internet was used most frequently by only one user. Majority of the users of public libraries under study are men within age group of 11–30 years, and visit library at least once in a week. Majority of them are students, unemployed youth and employees in private sector belonging to lower and middle income group. They spend less than an hour in the library. Inconvenient timing is the main reason for not visiting the library more frequently. Books and Magazines, Friends/Teachers and Radio/Television are the information channels used most frequently to satisfy their information needs. Newspapers and Magazines are the most frequently read information sources. Reading Room and Book Lending Services are the most frequently used services in the public libraries. Since majority of the users are students and unemployed youth, public libraries need to enrich their information resource collection, provide access to Internet and offer community-based services, including literacy programmes. Public libraries need to take proactive approach in motivating users to use these resources and services to enhance their competence.

#### **Questions**

1. Write down the case facts.
2. What do you infer from it?

#### **Notes**

*Source:* [http://nopr.niscair.res.in/bitstream/123456789/7263/1/ALIS%2056\(4\)%20249-254.pdf](http://nopr.niscair.res.in/bitstream/123456789/7263/1/ALIS%2056(4)%20249-254.pdf)

## **6.5 Summary**

- Public library has been defined differently by different experts depending upon the importance they gave to its objectives.
- A public library is a library that is accessible by the general public and is generally funded from public sources (such as taxes) and operated by civil servants.
- Public libraries are distinct from research libraries, school libraries, and other special libraries in that their mandate is to serve the general public's information needs (rather than the needs of a particular school, institution, or research population).

- Notes**
- The state of public libraries varies between different parts of the country.
  - The public libraries will enable the development of well-informed citizens capable of exercising their democratic rights and play responsive role in the changing society.
  - The RRLF's program of assistance is most helpful to the cause of public library services in the countryside.
  - Libraries provide support in learning English, which allows immigrants access to library programs and services as well as support for future education and employment goals.
  - A public library does not charge its users any fee for any of its services like consultation of books on its premises or loan of books for home reading or for rendering reference service or for providing recreation through a film show or any other cultural programme.
  - A free library; supported by public funds in order to provide free access to every citizen impartially needs to be established under the law of the land by a competent authority like the Parliament or the State Assembly.

## **6.6 Keywords**

**Auxiliary:** A person or thing providing supplementary or additional help and support.

**Cultural Materials:** Literary contributions in the form of prose, poetry, drama fiction; or contributions in fine arts like music, dance, drawing, painting and sculpture; or contributions in philosophy, religion, history, etc.

**Generation X people:** Generation X, sometimes abbreviated to Gen-X, is a term used to describe the people born roughly between 1960 and 1980.

**Generation Y people:** Generation Y refers to the population group in the US born from somewhere around 1976 to around 2000.

**Knowledge:** Knowledge is a familiarity with someone or something, which can include facts, information, descriptions, or skills acquired through experience or education.

**Leadership:** Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

**Literacy:** Literacy is the ability to read and write one's own name and further for knowledge and interest, write coherently, and think critically about the written word.

**Mass Media:** Means of communicating to large number of individuals such as Film, Radio and Television etc.

**Philanthropy:** Philanthropy is an idea, event, or action that is done to better humanity and usually involves some sacrifice as opposed to being done for a profit motive.

**Public Library:** A public library is a library that is accessible by the general public and is generally funded from public sources (such as taxes) and operated by civil servants.

**Semitic:** Belonging to group of the races supposed to be descendants of Jews, Arabs, Assyrians, etc.

**Values:** Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable.

## **6.7 Review Questions**

**Notes**

1. Define public library.
2. Discuss the evolution of public libraries factors.
3. What are the features of contemporary Indian society?
4. Describe the purpose of public library in India.
5. Discuss the characteristics of Generation X and Generation Y people in public library.
6. Highlight the basic elements of public library.
7. Explain the role of centre for information in public library.
8. Describe an impartial service agency.
9. Discuss the development of democratic spirit.
10. Elucidate the importance of a centre for culture in public library.

## **Answers: Self Assessment**

- |                 |                            |
|-----------------|----------------------------|
| 1. True         | 2. False                   |
| 3. False        | 4. True                    |
| 5. Bureaucratic | 6. Community               |
| 7. Generation X | 8. Millennials             |
| 9. False        | 10. True                   |
| 11. True        | 12. False                  |
| 13. Social      | 14. Science and Technology |
| 15. UNESCO      | 16. Mankind                |

## **6.8 Further Readings**



*Books*

Budd, John (2001), *Knowledge and Knowing in Library and Information Science: A Philosophical Framework*, Scarecrow Press.

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**Notes**



- Online links*
- http://21stcenturylibrary.com/2011/01/26/customer-is-the-purpose/
  - http://ala-apa.org/certification/application/definition-of-a-public-library/
  - http://firstmonday.org/ojs/index.php/fm/article/view/2588/2237
  - http://shodhganga.inflibnet.ac.in/bitstream/10603/1204/9/09\_chapter%202.pdf
  - http://www.scribd.com/doc/18452719/The-Public-Library-System-in-India
  - http://www.webpages.uidaho.edu/~mbolin/wani.pdf

## Unit 7: Academic Libraries

Notes

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### Objectives

After studying this unit, you will be able to:

- Explain the definition, purpose and function of Academic Libraries in India
- Discuss the purpose and functions of School Libraries

**Notes**

- Describe the purpose and functions of College Libraries
- Discuss the purpose and functions of University Libraries

## **Introduction**

In the previous unit, we dealt with the concept, purpose, elements and functions of Public Library. Use of books for reading and reference is an integral part of learning, teaching and research. Libraries in schools and colleges provide facilities for students and teachers to read books or consult them for reference, thus widening the scope of classroom learning and teaching. University libraries provide additional facilities for higher learning, research and dissemination of knowledge. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the definition, purpose and function of Academic Libraries along with the purpose and functions of School, College and University Libraries.

### **7.1 Academic Libraries in India**

Education is a process of learning, with the aim to develop the capabilities in the people at all levels. In this process schools, colleges and universities play a vital role. The present educational system in India comprises both academic and professional studies by offering courses leading to bachelors and master's degrees. India has a large higher education system. The growth rate of educational institutions in India was very slow before independence in 1947. Today there are a total of 237 universities, including 116 general universities, 12 science and technology universities, 7 open universities, 33 agricultural universities, 5 women's universities, 1 language universities and 11 medical universities along with 12,600 colleges that provide education in all disciplines. The number of teachers is 3.1 million, and 7.8 million students are enrolled in higher education.

Education aims to impart knowledge and makes good citizens. Libraries are the repositories of knowledge and form an integral part of education. Libraries have a long history, starting with the chained and closed-access libraries of earlier times to the present-day hybrid, digital, and virtual libraries that use the latest technology for provision of information through various services. Accordingly, librarians have also changed from storekeepers who were concerned with protection of books against theft, mutilation, and pilferage, to that of information officers, navigators, and cybrarians who find themselves in the vast ocean of reading material and are busy in satisfying their clients who want anytime and anywhere information.

In the last fifty years, the educational system has been reviewed by high powered commissions set up by the Government of India at different times, in order to introduce appropriate measures to improve the quality of education and make it more relevant to the country's requirements. In recent years, the government has been very much concerned with educational reforms, especially at the school level. The nation adopted a new educational policy in 1986 in order to provide the best education to our children, wherein we are in tune with our national heritage as well as modern with advances in science, technology and management.

In all these efforts to modernize our educational system, libraries and self-learning have been considered vital components and integral parts of the entire educational process. Considerable thought and attention have been given to the planning and development of academic libraries and self-learning at all levels. As principal instruments of the modern educational system; there is, however, still scope for improvement in terms of their effectiveness.

**Notes**

*Did u know?* With the advent of computers, the nature of libraries has changed dramatically. Computers are being used in libraries to process, store, retrieve and disseminate information. As a result, the traditional concept of library is being redefined from a place to access books to one which houses the most advanced media including CD-ROM, Internet, and remote access to a wide range of resources. Libraries have now metamorphosed into digital institutions. Gone are the days when a library was judged by its quantitative resources. Today, libraries are surrounded by networked data that is connected to vast ocean of Internet-based services. Moreover, electronic resources relevant to the professions are developing at an unprecedented pace.

### 7.1.1 Definition of Academic Library

An Academic Library has been defined as:

*"A library is associated or attached with any educational institution to support its educational programmes".*

Academic library is an integral part of formal education system which provides time bound education from primary school level to university level. An academic library works as a base for teaching, learning, research, etc.

An academic library is defined in the Instructions section of the survey form as an entity in a post-secondary institution that provides all of the following:

- An organized collection of printed or other materials, or a combination thereof.
- A staff trained to provide and interpret such materials as required to meet the informational, cultural, recreational, or educational needs of clientele.
- An established schedule in which services of the staff are available to clientele.
- The physical facilities necessary to support such a collection, staff, and schedule.

An academic library is a library attached to an academic institution i.e. an institution engaged in teaching and or research and imparting formal education to students who aspire to complete a particular course under a prescribed syllabus. Schools, colleges, universities and technological/engineering/medical institutions are some of such institutions, which may vary from one another in respect of courses offered by them. Since academic libraries exist to cater to the needs and requirements of their parent academic institution, these vary in shape, size, collection and services; depending upon the nature of the parent institution.



*Example:* Libraries attached to a school, college (general, engineering or medical) or university would be different from rest in respect of collection, shape, size and services. However, all academic libraries exist to support to the teaching and research programmes of their parent institutions. Besides having good collection of reference books on variety of subjects, these emphasize on building up a strong collection concerning the courses offered by the institution.

### 7.1.2 Purpose of Academic Library

Generally speaking, the library aims at providing the necessary information and making them available to all the beneficiaries in the appropriate time as well as it seeks affording and organizing balanced sets of books and other information sources to go hand in hand the university

- Notes** curriculum and presenting them the researchers and beneficiaries using the both traditional and modern (electronic) getting back methods. The purposes of Academic Library are as follows:
- Provide direction, vision, and stewardship of the library and information resources and services through a continuous and collaborative planning and assessment process that addresses the School or College instructional and programmatic needs.
  - Collaborate with the school or university faculty to promote and support the effective integration of information, media, and technology into the academic, administrative, and co-curricular activities of the School/College.
  - Build and maintain an organizational culture that fosters respect and collaboration, encourages innovation and intelligent risk-taking, and inspires and supports employees in their efforts to continually develop their skills and deepen their knowledge and expertise.
  - To collaborate with faculty to teach and foster information literacy and technology fluency relevant to the curriculum, including the appropriate framing of research questions, accessing and evaluating sources, understanding the economic, legal, and social issues surrounding information, and the ethical use of information.
  - To ensure that faculty are able to make effective use of library resources, media, and technology to achieve their teaching and research objectives.
  - To create and maintain user-centred and sustainable environments conducive to contemplative study, collaborative teaching and learning, and the open exchange of ideas.
  - To retain and recruit outstanding Library and instructional technology services staff and provide training and development opportunities to maintain the highest quality services.

### **7.1.3 Functions of Academic Library**

Academic libraries provide support the academic and information needs of their communities—students, faculty and staff – through provision of physical and digital resources. The physical resources include books, journals, magazines, newspapers, reports and other printed materials. Electronic resources include access to the internet, to databases which are online collections of articles, reports, etc. Academic libraries may answer questions from users directly, and/or help users to be able to find information better and more efficiently on their own. The major functions of Academic Library are as follows:

- The library supports and facilitates faculty teaching activities.
- The library helps undergraduates develop research and information literacy skills.
- The library provides active support that helps increase the productivity of faculty research and scholarship.
- The library pays for resources faculty members need, from academic journals to books to electronic databases.
- The library serves as a repository of resources; in other words, it archives, preserves, and keeps track of resources.
- The library serves as a starting point or 'gateway' for locating information for faculty research.

### **7.1.4 Academic Institutions in India**

Academic libraries are considered to be the nerve centres of academic institutions, and must support teaching, research, and other academic programmes. The situation in academic libraries

of India is the same as that of academic libraries the world over; however, Indian libraries must provide maximum information with limited resources.

**Notes**

### **University Grants Commission (UGC)**

UGC, established by an act of parliament in 1956, coordinates and monitors the higher education system in India and provides grants to the universities and colleges. Two hundred ninety four universities/institutions in the country are directly under the purview of UGC. It also advises the Union and State Governments on measures to university education. It frames rules and regulations for overall teaching and research at higher education. As a result, it also looks after the academic libraries, i.e., sets various standards for library education, library staff, library services, etc. A number of committees have been set up by the UGC for the support of higher education in general and the library services in academic libraries in particular. UGC has also set up three information centres covering different disciplines—the National Centre for Science Information (NCSI) at Indian Institute of Science Bangalore, SNDT Women's University Mumbai, and National Social Science Information Centre at M.S. University at Baroda, to provide the document delivery services to students, teachers, and researchers.

### **Information and Library Network (INFLIBNET)**

The University Grants Commission has set up an autonomous Inter-University Centre in 1991 called INFLIBNET. It is involved in modernizing university libraries in India and connects them through a nation-wide high-speed data network. It promotes automation of libraries, develops standards, creates union catalogues of serials, theses, books, monographs and non-book materials; provides access to bibliographic information sources; creates database of projects, institutions, specialists; provides training, etc. Almost all academic libraries, especially university libraries, are members of INFLIBNET. It has also developed library automation software called SOUL (Software for University Libraries) and has distributed the same free of cost to its member libraries.

### **Other Networks**

Besides INFLIBNET, a number of other national networks and various library networks have also been developed including NICNET (National Informatic Center's network), INDONET, ERNET (Education and Research Network), CALIBNET (Calcutta Library Network), DELNET (Developing Library Network), etc. ADINET is associated with INFLIBNET, DELNET with NIC and MALIBNET with CFTRI. A number of educational institutions are members of such networks. These networks, especially DELNET (which has 752 member libraries including 742 from India and 10 from outside), are engaged in compiling union catalogues, creating various databases of experts, providing training to library staff, ILL, online facilities, reference service, assistance in retrospective conversion, etc.

### **Library Consortia**

Due to a financial crunch and the rising costs of journals, many Indian university and college libraries cannot subscribe to all the required journals and databases. To overcome this problem, libraries are forming consortia. Some special libraries and organizations like the Indian Institute of Astrophysics (IIA) Library, Inter-university Centre for Astronomy and Astrophysics (IUCAA) Library, National Centre for Radio Astrophysics (NCRA) Library, Physical Research Laboratory (PRL) Library, Raman Research Institute (RRI) Library, Tata Institute of Fundamental Research (TIFR) Library, Council of Scientific and Industrial Research, Department of Atomic Energy, etc., have established consortia to share electronic access to journal literature. NISCAIR (formed by

**Notes** the merger of INSDOC and NISCOM) is developing a consortium for CSIR labs for accessing e-journals.

Consortia in India are still a new concept that requires proper guidelines and methodologies. In a survey by UGC in 2001, it was noted that although 142 university libraries had computer and Internet facilities and were interlinked to INFLIBNET, they were subscribing to printed journals only. In order to solve this problem, UGC launched a major initiative called UGC-INFONET that provides high speed Internet connections so as to have electronic access to professional literature including research journals, abstracts, review publications, and databases from all areas in science and technology, as well as in social sciences and humanities. Today, a number of professional journals are available over UGC-INFONET to all universities. The e-subscription initiative under UGC-INFONET is an important portal for sharing print as well as electronic resources amongst university libraries. INFLIBNET functions as a resource centre with an aim to cater to the needs of its members for resources not accessible to them in electronic media or are available in print media.

### **INDEST Consortium**

The Ministry of Human Resource Development (MHRD) has set up the "Indian National Digital Library in Science and Technology (INDEST) Consortium". The ministry provides funds required for the subscription to electronic resources for 38 academic institutions, including the Indian Institute of Sciences, Indian Institute of Technology, Regional Engineering Colleges, Indian Institute of Managements, and about 60 centrally-funded/aided government institutions through the consortium. The INDEST consortium is the most ambitious initiative so far in the area of engineering and technology disciplines.

The primary objective of libraries is to organize and provide access to information, and it remains the same although the format and methods have changed drastically. Under the present scenario of declining budgets and higher subscription costs of journals in India, it is becoming very difficult to meet the demands of library/information users. The only solution to the problem is the pooling and sharing of resources—print as well as electronic—by way of consortia. New technology has provided great opportunities for delivery of services within consortia. More and more libraries must unite, which of course requires a change in the attitudes, practices, and policies to get the maximum benefit.



*Task* Critically analyse the current scenario of growth rate of educational institutions in India.

### **Self Assessment**

State whether the following statements are true or false:

1. Education aims to impart knowledge and makes good citizens.
2. Academic libraries may not answer the questions from users directly.
3. The e-subscription initiative under UGC-Infonet is an important portal for sharing print as well as electronic resources amongst university libraries.
4. The INDEST consortium is the most ambitious initiative so far in the area of Biology disciplines.

## **7.2 School Libraries**

**Notes**

A school library (or a school library media centre) is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources. The goal of the school library media centre is to ensure that all members of the school community have equitable access “to books and reading, to information, and to information technology”. A school library media centre uses all types of media which is automated, and utilizes the Internet as well as books for information gathering. School libraries are distinct from public libraries because they serve as learner-oriented laboratories which support, extend, and individualize the school’s curriculum. A school library serves as the centre and coordinating agency for all material used in the school.

The International Federation of Library Association’s (IFLA) Manifesto states:

*“The school library provides information and ideas that are fundamental to functioning successfully in today’s information and knowledge-based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens” (2008).*

The school library is central to learning and plays a key role as a place for encouraging innovation, curiosity, and problem solving. The library is a catalyst for literacy and reading and for teaching and scaffolding inquiry learning. School libraries make a difference to students’ understanding and achievement and provide support for teaching and learning throughout the school. The school library is an important part of the school community and reflects and welcomes this community.



*Notes* The school library plays a key role in the cultural and social life of the school. It can be a central point for engagement with all kinds of reading, cultural activities, access to information, knowledge building, deep thinking and lively discussion.

### **7.2.1 Purpose of School Libraries**

The school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. In addition to classroom visits with collaborating teachers, the school library also serves as a place for students to do independent work, use computers, equipment and research materials; to host special events such as author visits and book clubs; and for tutoring and testing.

The school library media centre program is a collaborative venture in which school library media specialists, teachers, and administrators work together to provide opportunities for the social, cultural, and educational growth of students. Activities that are part of the school library media program can take place in the school library media centre, the laboratory classroom, through the school, and via the school library’s online resources.

Thus, the various purposes of the School Libraries are as follows:

- The vision, principles and management of your school library can be recorded in your school library management statement. This reflects your school’s vision for learning and underpins your library’s services, and organisation.
- The school library provides a model for inquiry learning and building knowledge and confidence in seeking and processing information. The school library is pivotal to developing 21st century learners.

- Notes**
- It is a fundamental resource for supporting students' learning, and a key support for teaching staff. The school library reflects and encourages collaborative learning and sharing of ideas.
  - School libraries are places for learning and thinking, and play a key role in supporting and developing enjoyment of reading and multiple literacies.
  - School library can also play a key role in building a learning community. A school library reflects students' identities through ensuring that the languages and cultures of the school community are an integral part of the library's collection, services, and environment.
  - School libraries are unique but they are also part of a much wider information landscape. The school library is an ideal place to learn about the way that libraries work and how to use libraries. For some students their school library will be their first experience of a library.
  - The school library can connect with other libraries, including public libraries, for a diverse range of information resources.

### **7.2.2 Functions of School Libraries**

The school authorities do build a variety of facilities to operate different functions of the school in order to meet the requirements of its students. One of the most important facilities is the provision of a modern library and its expanded services. In recent decades, libraries have been considered not merely a facility but as the chief instrument of learning in all its dimensions. Libraries could help students both in their academic and non-academic pursuits.

Use of a library by a pupil must start from the primary school. The school libraries at Primary, Middle, Secondary, etc. levels should have the following functions:

- acquiring, maintaining, lending and keeping track of books and other documents relevant to the needs and interests of teachers and students;
- generating curiosity and interest; among teachers and students about the material available in the library, and heaping them in every way to identify and obtain what they want;
- creating in the mind of a reader a value for books, and cultivating learning and reading skills so a student becomes a discriminate: user of learning resources;
- engendering strong self-learning ability and skills for life-long learning;
- enabling the teachers to use learning resources to support various programmes of the school and for their own educational development; and
- to generate confidence interest in libraries for getting information.

In order to achieve these broad ideals, appropriate courses of study for different stages of the school programme are designed. Methods of imparting instructions and teaching are also developed with the aids of audio-visual kits. Other extra-curricular activities and programmes are planned for the different age groups to involve them in group activities, giving scope to develop leadership qualities, organisational skills, and to participate in school functions and other social work activities. Students with special talents such as in sports, games, painting, music, drama etc., are also provided opportunities to display their talents on appropriate occasions. In all these endeavours the school library becomes the resource centre.

### 7.2.3 Primary School Libraries

### Notes

School libraries are meant for children between five and ten or eleven years of age and the teachers who are involved in teaching and shaping them. This is the age of children when they form attitudes and habits. The school library should aim to:

- foster book mindedness;
- strengthen learning skills through kits now available in plenty;
- create a love for books and other learning resources; and
- inculcate the-habit of reading in a slow but deliberate process.

In order to achieve these aims, the following aspects need careful attention on:

- building up a good stock of books and other learning and teaching materials, for the children as well as teachers;
- organising and displaying the collection to attract the attention and curiosity of children and making them easily accessible;
- designing and organising programmes and services to inculcate in children the habit of reading, learning and referring to books etc., for information;
- getting proper physical facilities in terms of building, furniture and equipment;
- acquiring adequate finance and operate a carefully planned budget;
- recruiting appropriate professional staff to design, manage and operate the library system; and
- building up a book stock and other learning and teaching materials.

The foundation of the reading habits among children is well laid by providing them with graded books and other learning materials which may hold their interest and arouse their curiosity. Children like to know about space and the universe, the bottom of the sea, life in jungles and deserts, towns and villages, flora and fauna, people of other countries, general principles in science and technology. Fortunately, mankind has developed literature for children in all subject sectors.

A school library should build up collections on the following themes and use them extensively with students.

- Picture books depicting acts and deeds of valour and adventure, patriotism, service to fellow persons and other similar themes;
- Biographies of great men and women;
- Books of travel and humour;
- Folk tales, stories from the Panchatantra, Arabian Nights, Aesop's Fables, Stories of Robinhood;
- Stories of animals and birds;
- Popular games and sports;
- Cultural heritage;
- Reference books like Children's Encyclopedias and illustrated Dictionaries;
- Children's magazine's like Children's World, Chandamama, Tinkle etc.;

- Notes**
- Audio visual aids such as motion films, animated films, tape-slide its, video cassettes;
  - Models, charts, maps, globes, pictures, photographs, toys etc.;
  - Other learning apparatus and equipment; and
  - Computers with software for play.

Besides children's books and materials, the teaching staff would need reference books of different types such as instructional materials, books on children's psychology and other similar book.



*Caution* If funds do not allow acquisition of such materials, these items could be borrowed on inter-library loan from bigger libraries in the vicinity.

#### **7.2.4 Secondary School Libraries**

If primary school libraries are designed to function and operate as integral parts of the educational programme at that stage, the secondary school libraries maintain their specific educational identity in fulfilling all academic requirements of the young students for learning and of the teachers for effective teaching and their own development. Secondary school libraries support school programmes at three stages, viz. middle-classes 6 to 8, secondary classes 9 to 10, and higher secondary-classes 11 and 12; constituting a total period of seven years of the school programme. These are crucial formative years of the children and good habits formed at this stage would be everlasting. The library has a very positive educational role to play and to achieve the following aims:

- inculcate the habit of using the school library, not only with reference to their learning for course requirements but also by learning reading for pleasure, general knowledge and recreation;
- development of learning skills for collecting information on any topic by consulting reference books and other material;
- provide opportunities to students to visit other academic, special and public libraries to get an idea of the library system in the country, as major resource for learning and use them at later stages of life.

The primary responsibility of the secondary school library is to build-up a stock of books and kindred material relevant to the learning and teaching needs; of the students and teachers respectively. The collection should adequately represent:

- an excellent stock of text books, both prescribed and others, (in multiple copies, if necessary) on all subjects;
- relatively more advanced books on all subjects for brighter students and teachers;
- general books on popular science, biographies of great persons, travelogues, geographical explorations, sports and other areas that would create interest in learning;
- standard children's literature; fiction, collection of short stories and other light reading materials;
- carefully assorted reference books such as encyclopedias (junior levels), illustrated dictionaries, both general and technical, yearbooks on various subjects, guides to literature, reference books in different subjects, video and audio visual materials, computer-based study materials, and similar others material.

**Self Assessment****Notes**

Fill in the blanks:

5. The library is a ..... for literacy and reading and for teaching and scaffolding inquiry learning.
6. Use of a library by a pupil must start from the ..... school.
7. Secondary school libraries support school programmes at ..... stages.
8. The ..... school libraries maintain their specific educational identity in fulfilling all academic requirements of the young students for learning and of the teachers for effective teaching and their own development.

### **7.3 College Libraries**

A library attached or associated with a college and used by teachers, students and staff of the college is known as College Library. College performs an important function in the educational process. College education provides a totally different environment for boys and girls who go for higher studies. Usually, the classes comprise a large number of students and unlike school education, the students of college get much less individual attention from the teachers. The students, therefore, have to etc. end much more on self-learning. Therefore, the college library is the automatic choice for students to supplement their class room teaching.



*Example:* DAV College Library, Ramjas College Library, Shyamlal College Library, Delhi College of Engineering Library, etc.

#### **7.3.1 Purpose of a College Library**

The purposes of a college library are as follows:

- It helps in all educational and instructional programmes of the college;
- It develops a habit of deep and advanced studies of subjects beyond the text books of subjects, in students;
- It enhances the understanding of different subjects or disciplines among students;
- It prepares the students as an intelligent, aware, informative and enlightened person to play the role of a responsible citizen;
- It assists the research work and lays down the initiative base for research work in students;
- It informs the teachers with latest updates in their respective subject area;
- It provides healthy entertainment material to its users.

College life also provides students ample opportunities to involve themselves in group activities that help them to develop organisational skills and leadership qualities. Individual talents in fine, arts, music, dance, sports and games and such other extra-curricular activities get full support during college education. Thus, college education aims to develop students into citizens with intellectual inputs as well as other desirable qualities useful for the country's advancement and progress.

**Notes**



*Notes* For the young men and women who enter the portals of colleges, a new and exciting phase of their life begins. The vast syllabi, the new methods of learning besides lecture methods, the leisure and the freedom which students find in the colleges, give them new opportunities to be self-reliant in learning, and be more adventurous. They find that education which was more teacher-centred while at school suddenly becomes more student centred and library centred in colleges.

### **7.3.2 Functions of College Library**

To achieve its objectives a college library performs the following functions:

- In order to help in all educational and instructional programmes of the college it develops its collection by acquiring different documents like textbooks, audio-visuals etc. related to various courses offered by the college.
- It also procures a good amount of more advanced books other than text books on different subjects to develop a habit of deep and advanced studies among college students.
- It acquires reference books such as encyclopedias and other books on each and every aspect of different subjects to enhance the understanding of subjects among students on their own besides classroom teaching and textbooks.
- To prepare the students for different professions and occupations and to develop their skills it procures self-learning material, competitive exam books etc. are provided by the library.
- It procures newspapers, weekly and monthly magazines on current events, general knowledge books, etc. to make aware its users about their surroundings.

### **7.3.3 Library-Keystone in the College Arch**

A good and efficient library will certainly help students to meet the new challenges they start facing at college. They can, within the four walls of the library, use their leisure more usefully and meaningfully, discover their own inherent potentialities, launch upon instructive and absorbing hobbies and generally lay the foundations of a good and more responsible life in the future. The libraries will therefore become equally, if not more, important than the classrooms. The libraries will become students' workshops. It is in this context that a college library has to play a very responsible role, vis-a-vis, the academic needs of young students.

### **7.3.4 Key Components of an Ideal College Library**

We shall now acquaint ourselves with the ingredients that go towards making an efficient college library system. These ingredients are mentioned below:

#### **Collection of Books**

In order to satisfy the varied academic and extra-curricular needs of both students and the teachers, a college library should acquire a wide variety of learning and teaching materials. These may be broadly grouped as given below:

- A good collection with multiple copies of text books and other recommended books, at the rate of at least one copy for every ten users;

- |   |              |
|---|--------------|
| <ul style="list-style-type: none"> <li>● Books of a more advanced nature for the benefit of the teachers and also for the use of the more precocious students;</li> <li>● A wide range of reference books such as general and subject encyclopedias, language and subject dictionaries, hand-books, manuals, biographical and geographical tools Carrier handbooks, Competition Success, General Knowledge; gazetteers, atlases;</li> <li>● A browsing collection of light reading material like travelogues, humour books, art books, biographies, fiction etc.</li> <li>● A select list of learned journals as well as popular ones, including back volumes;</li> <li>● Audio-visual learning and teaching kits to include films, film strips, pictures, audio cassettes and discs, video-cassettes, etc.;</li> <li>● Computer-aided teaching and learning material.</li> </ul> | <b>Notes</b> |
|---|--------------|

On the size of the collection, educationists hold the view that a representative college library should have at least 50 books per student. Thus a college library, with an enrolment of about a thousand students; should have at least 50,000 volumes. In addition, it has to have advanced books for the teachers, the management and other users:

### **Collection Policy**

The quality of the collection has, to be determined on the basis of a well thought-out acquisition policy. This policy is usually laid down by the Library Advisory Committee. The selection process is supported by groups of experts who have the knowledge and background of the literature in their respective fields of specialisation, and are fully conversant with current publications. The librarian and his/her staff, using global selection tools, should bring to the attention of experts; worthwhile titles on various subjects and help to build a stock which is oriented towards learning and teaching requirements. As has been mentioned, in the earlier sections, the professional staff should be fully aware of the publishing and book selling trades, in addition to a broad understanding of the different ramifications of subjects in which the library acquires material.



*Caution* The whole acquisition activity has to be invariably based upon accepted standards and procedures to ensure smooth how of work.

The collection could be live and active, only if there is a policy of weeding, out older text books and other overused books or unused books. This is important because these books occupy precious and costly shelf space. Related to this is the policy regarding loss of books. In an active library, there is bound to be loss of books, a reasonable percentage of this loss, must be written off. In modern times, when prices are going up each day, the libraries must go for resource sharing networking. All needed material can no more be acquired by a single library. Therefore, various libraries shall have to pool up funds and rotate materials between them through the rules of sharing.

### **Processing and Organisation**

A college library should give sufficient attention and thought to the processing and organisation of the collection for shelving and display. The classification scheme chosen should fulfil the following criteria:

- The system should have a general acceptance of users;

- Notes**
- The system should have a central organisational base with facilities for periodic updating of the schedules; and
  - The system should also have an in-built mechanism for accommodating newly emerging subjects, without in anyway destroying the existing structure. In India, the Dewey Decimal Classification, the Colon Classification and the Universal, Decimal classifications are the systems mostly used.



*Did u know?* The catalogue of the library should also be based upon international standard cataloguing rules. The Anglo-American Cataloguing Rules-2 or the Classified Catalogue Code of Ranganathan is the ones mostly used in Indian college libraries. The subject approach to information in the catalogue must be based on the basis of currently accepted international standard practice of deriving subject headings. Currently, computerised, systems are being inducted into academic institutions and colleges for library housekeeping as well as for organising services.

### **Professional Staff**

A college library must be headed by a person with high academic and professional qualification and experience. It is necessary to give the college librarian the academic status in addition to the salary scale of teachers. The other staff should be recruited on the basis of the size of the library, its current acquisitions and the different services it offers. There are U.G.C. norms on these areas. The success of the library entirely depends on the professional services offered by the library staff.

### **The College Management**

An enlightened college management would regard the library as a lighthouse, a power station, a true temple of learning. Such a management will lend all administrative and managerial support and assure provision of sufficient funds to the library. It will also constitute a helpful Library Advisory Committee with the Principal of the College as its Chairperson and the librarian as its Member-secretary. A few senior members of the faculty and an outside library and information expert may constitute the other members of the committee.

### **User Community and Library Services**

In addition to teachers, students and staff, the clientele may consist of other users such as authors and writers, high school teachers, lawyers, medical practitioners, etc. The library must extend facilities to these users, treating them as its honoured guests, adhering, however; to the rules governing the use of library. Important college library services are:

- Text book services;
- Lending and inter library loan service; in Reading room services;
- Information and Reference;
- Display of current additions or production of lists of current accessions;
- Documentation services, only on specific request, should include:
  - ❖ Current awareness to literature, special journals. Preparation of current lists of reference, Indexing/Abstracting services on projects, etc.
  - ❖ Reprographic services;

- |   |              |
|---|--------------|
| <ul style="list-style-type: none"> <li>❖ Audio-visual services such as film shows, tape-slide demonstrations, etc.;</li> <li>❖ Exhibitions and special display; and</li> <li>❖ Assistance in the use of the library.</li> </ul> | <b>Notes</b> |
|---|--------------|

The provision of lending in college libraries must stimulate active use of the collection. Borrowing privileges should be liberal and the lending procedures need to be simple. The library should also endeavour to obtain, through interlibrary loan the material which are not available in the college library. These should be adequate provision for supply of photocopies. This facility will minimise misuse of the library and reduce unsocial practices such as stealing of books or misplacing them deliberately.

The students should be given ready assistance in locating material in the library, and in searching the library catalogue for specific items of information on documents available in the library. Students should be told about the methods of using indexing and abstracting, services and in locating factual information from reference tools. This kind of orientation may be offered by the reference staff whenever necessary. However, if would be desirable to, offer regular programme of training in the use of the library and sources of information; at, periodic intervals to different groups of students, in an organised manner.

A special emphasis must be given to textbook service. Textbook service makes a very positive contribution to students' efforts in preparing for examinations. This service, however, should be based upon strict vigilance on the procedure of lending. Reservations for any item must be based on strict rules and implemented impartially.

### **Self Assessment**

State whether the following statements are true or false:

9. College education provides a totally same environment for boys and girls who go for higher studies.
10. On the size of the collection, educationists hold the view that a representative college library should, have at least 20 books per student.
11. The provision of lending in college libraries must stimulate active use of the collection.
12. Textbook service makes a very negative contribution to students' efforts in preparing for examinations.

### **7.4 University Libraries**

A university library is a library attached to a university. It exists to cater to the needs and requirements of students and teachers and to support the teaching and research programmes of the university. Libraries have become so much important for a university that the university can hardly go without a library. As per the previous trend, university education was based on dictation: teachers used to dictate and students used to jot down the notes. Now the things have changed altogether. At present, the nature and mode of university level education is such that a student or scholar is put into a situation so as to find a solution to problems, do some creative thing or conduct a study on a project. This necessitates the existence of a sound collection of information, in what so ever form, that in turn is called a university library.



*Caution* A library is more important in a University, because a library can do without a University where as a University cannot function without a library.

**Notes** The number of universities in India has gone up from a mere twenty in 1947, to more than two hundred in the nineties. This number includes conventional universities, professional universities and deemed universities. The growth is signified by the total number of students' enrolments, creation of a number of new departments, a number of mission oriented projects of research and by many other social and intellectual factors. Institutions like the Indian Institutes of Technology, (IITs), the Indian Institutes of Management, and Agricultural Universities have also introduced a number of new educational practices. The Open University concept for distance education is yet another new experiment at the university level. All these factors have affected university libraries in a great measure. Today, university libraries have a very large and difficult role to play in order to meet a variety of demands of information and knowledge by far larger number of people on far larger number of subjects at far higher prices and negligible grants. The clients of higher education must contribute toward the cost of learning materials because the state (any state) can never provide all required funds.

#### **7.4.1 Objectives of a University Library**

The objectives of University Library are as follows:

- ***Helps in Searching/Locating:*** The volume of information has built so profusely that a student or teacher feels puzzled to pave his way out of the maze, here the library staff has to play the role of guides to show the proper direction to the information seekers.
- ***Transforms the Students into Scholars:*** The Library/information centre transforms the students into scholars, by developing, cultivating and stimulating the use of imagination. The library provides a conducive atmosphere wherein a student can contemplate and introspect to address the curiosities of his mind. This is how a student gets transformed into a scholar.
- ***Provides an Opportunity to Come in Contact of the Actual Field of Interest:*** While trying to search the information of his interest, a reader comes in contact with other subject matter which sometimes touches his inner and incites him to explore newer and newer horizons of knowledge.
- ***Trains the Users to Handle Library Tools and Gadgets:*** To teach the students how to use the various information gadgets held in the library. These may include encyclopedias, directories, thesauri, other reference books, electronic documents, CD databases and so on.
- ***Ensures Access to Digital Information Sources other than its Own Collection:*** The University library makes long lasting and economical arrangements for providing access to sources of information available online or in electronic form. This includes access to Internet, CDROM Databases, journals and books.
- ***Provides a Platform to hold Group Discussions:*** The university library provides a platform to hold group discussions by establishing discussion forums among peer groups and scientific community in university campus and those in the outside world.
- ***Helps in Conduction of Research:*** University library helps the researchers (students, teacher or scientists) in their endeavour right from the selection of the topic to preparation of the final research report. This includes literature survey, access to and arrangement of a wide range of information sources, guidance to keep the researcher on the actual track, avoid confusion and save the time.
- ***User Education:*** The university library at the onset of each academic session conducts user education programmes or say library orientation courses, wherein necessary information

regarding the holdings of the library, different library services and skill to use various library tools viz Reference Books, OPAC etc., is imparted to the library users.

**Notes**

*Example:* Agricultural Universities in India conduct a full-fledged course of one semester, in the same direction.

#### 7.4.2 Functions of a University Library

University libraries support and help the university in achieving each of the objectives of the University. The universally recognized basic functions performed by a University Library are:

- By procuring comprehensive range of documents including books, manuscripts, journals, magazines, newspapers etc. on varied subjects, it conserves knowledge and ideas.
- By processing the procured documents with the help of classification, cataloguing, proper shelf arrangements it gives easy and open access to knowledge to its users;
- In order to organize huge collection of documents it keeps them in different sections on the basis of their categorization like text book section, reference section, journal section, thesis section, etc.;
- It provides facility of inter-library loan to its users if document desired by user is not available in the library;
- A modern university library interacts with different information networks to give easy access to e-sources/data to more users so that they could access the desired information even from their workplace.



*Example:* In India university libraries use the facility of INFLIBNET for the same purpose.

- It also provides entertainment and healthy leisure to users by providing different newspapers, magazines, short story books, fiction, internet facility, etc.
- It gives the user orientation training to new enrolled users to make them feel at home and to acquaint them with the library system so that they could make maximum use of library services;
- With the help of display of new arrivals, old book exhibitions, information bulletins about new library services, etc. it keeps the users updated with the library activities;
- It provides reference service through reference section to establish a contact between the right reader and the right document in a personal way to attract more users.

#### 7.4.3 User Community

The user community of university libraries includes the following:

- Students at different levels of study in different subjects;
- Teachers, imparting instructions and guiding students at different levels and in different subjects;
- Research students working for M. Phil. or Ph. D. degrees;
- Post-doctoral research scholars working on specific projects;
- Professors and experts guiding research projects and managing research activities of the university;

- Notes**
- Members of the various academic and executive bodies of the university;
  - The university management involved in its major task of managing of a large scale institution of higher learning and research;
  - Scholars in general, who get special privileges of using the university library; and
  - Others

Thus, it can be seen, that the university libraries have a big responsibility and a very important role to play not only in shaping students for higher learning and research, but also in providing a variety of services to meet other demands.

#### **7.4.4 Development of the Collection**

A major responsibility of the university library is to build up a sound collection of documents and other non-print materials, carefully geared to the academic needs of students, teachers, researchers and others involved in academic pursuits. While it is difficult to define the best collection or measure it, the actual and potential needs of users have to be assessed at appropriate periodic intervals. User study techniques and methods have been developing in the last two or three decades. Some of the methods now being adopted are citation analysis for the selection and acquisition of current journals, analysis of library records on the use of the library, direct contact with users to obtain valid information on their information gathering habits and similar other types of studies that would give an insight into getting proper guidelines for acquisition.

The collection has to be built on the basis of expert advice. This is normally achieved by constituting book selection committees, in which faculty members, who have intimate contact with literature and current publishing, are usually represented. These book selection committees should meet as often as is necessary to ensure that the best items go into the collection. The routine work of scanning selection sources, identifying items of interest and quality, getting them approved by appropriate authorities should be systematically and smoothly performed during an academic year.

As the library is meeting the requirements of research of a large number of specialised projects, it is necessary to acquire relevant documents such as government and official publications which include various types of reports; conference proceedings, thesis and dissertations, patents and standards and similar others. Besides print material, non-print materials such as microforms, audio-visual kits, films, tape-slide kits, computer-based instructional materials, video-cassettes and such others should also be acquired. In summary, the responsibilities of building up a worthwhile collection in a university library is a highly skilled, scholarly and professional work. Indeed the university library is rated high or low by the quality of collection it builds.

#### **7.4.5 Services**

The university library should offer a number of library, documentation and information services. Among others, the services may include the following:

##### **Library Services**

- Lending,
- Information and Reference,
- Reading Room,

- Assistance in the use of the library, and
  - Display of current additions or preparation of lists of current accessions.
- Notes**

### **Current Awareness Services**

- Current contents of journals;
- Alerting services to important literature in select fields;
- Selective Dissemination of Information; and
- Newspaper clipping service.

### **Bibliographic Services**

- Literature search;
- Compilation of bibliographies on specific topics; and
- Index to current literature.

### **Condensation Services**

- Preparation of abstracts on specific topics;
- Digest Services;
- Preparation of reviews/progress/advances on specific subjects; and
- State-of-Art-reports.

### **Other Services**

- Document supply services;
- Reprographic services;
- Translation services; and
- Computer-based information retrieval.

### **Specialised Services**

- User education;
- Exhibition and special displays;
- Special lectures and demonstrations; and
- User oriented seminars, workshops, etc.

These services ought to be planned, keeping in view the general demand for such services and the capability of the library in offering these services. User needs and interests are of primary concern in offering these services.



*Task* State the distinct characteristics of a university library that distinguish it from a college library.

**Notes**

**Self Assessment**

Fill in the blanks:

13. The clients of higher education must contribute toward the ..... of learning materials.
14. The Library/information centre transforms the students into ....., by developing, cultivating and stimulating the use of imagination.
15. A major responsibility of the university library is to build up a sound collection of documents and other ..... materials.
16. The University library makes long lasting and economical arrangements for providing access to sources of information available ..... form.



*Case Study*

**Virtual Reference Service (VRS) in Academic Libraries**

**T**echnology is developing at a very fast rate and what looks a myth a few years back is becoming a reality now. The largest single factor which caused the significant changes in library operations and services in this century is undoubtedly the evolution of information technology. Technology has changed the way the libraries serve their users and this change will continue in future also. While continuing to provide many traditional information services, libraries are developing new skills and taking new roles that are necessary to support technology based services.

In the libraries and information centres “Reference Service” is an important personalised service. Traditionally, it is a one-to-one service with user and reference librarian. The user is helped by the variety of sources available to meet the information needs. But in the present era, the library and information profession is facing the challenges of so called ‘electronic age’ and being transformed by technology.

So the advancement in information technology has brought out incredible changes in almost every aspect of information services. It has been observed that many large and modern libraries in abroad and also in India have a general reference desk, full time reference librarians with subject specialists and off desk responsibilities. This type of an environment need to be cultivated in academic libraries, especially in Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs), where the thrust is on imparting education and pursuing research and consultancy. Thus, with the advancement of changing technology the mode of providing reference service in the academic libraries is gradually changing. It is now presented to the user in a new and more developed form that is “virtual reference service”, which is otherwise known as “digital reference service”.

The increasing globalization of economy, growth of industrial and technological sector in India coupled with competition for limited resources have brought unprecedented pressure and challenges to the management and technical education as a discipline. At the same time, it has also offered an opportunity to improve the economic growth and the quality of life. The need for professional management and technical education has never been more crucial than today specially in the era of changing global digital environment. So, the task of producing a large pool of well-trained management and technical professionals in a resource starved environment provides the need for establishing IITs and IIMs. At

*Contd....*

present, there are seven IITs and six IIMs functioning under the Ministry of Human Resource Development of the Government of India as depicted in Table 1 in their chronological order:

### Notes

**Table 1: Growth of IIMs and IITs in India**

Sl. No.	Name of IIM	Year of Estd.	Sl. No.	Name of the IIT	Year of Estd.
1.	Indian Institute of Management, Ahmedabad URL: <a href="http://www.iima.ernet.in">http://www.iima.ernet.in</a>	1961	1	Indian institute of Technology, Kharagpur URL: <a href="http://www.iitkgp.ernet.in">http://www.iitkgp.ernet.in</a>	1950
2.	Indian Institute of Management Calcutta URL: <a href="http://www.iimcal.ac.in">http://www.iimcal.ac.in</a>	1961	2	Indian Institute of Technology, Bombay URL: <a href="http://www.iitb.ac.in">http://www.iitb.ac.in</a>	1958
3.	Indian Institute of Management Bangalore URL: <a href="http://www.iimb.ac.in">http://www.iimb.ac.in</a>	1973	3.	Indian Institute of Technology, Kanpur URL: <a href="http://www.iitk.ac.in">http://www.iitk.ac.in</a>	1959
4.	Indian Institute of Management, Lucknow URL: <a href="http://www.iiml.ac.in">http://www.iiml.ac.in</a>	1984	4.	Indian Institute of Technology, Madras URL: <a href="http://www.iitm.ac.in">http://www.iitm.ac.in</a> .	1959
5.	Indian Institute of Management, Kozhikode URL: <a href="http://www.iimk.ac.in">http://www.iimk.ac.in</a>	1996	5.	Indian Institute of Technology, Delhi URL: <a href="http://www.iitd.ac.in">http://www.iitd.ac.in</a> .	1961
6.	Indian Institute of Management Indore URL: <a href="http://www.iimidr.ac.in">http://www.iimidr.ac.in</a>	1998	6.	Indian Institute of Technology, Guwahati URL: <a href="http://www.iitg.ac.in">http://www.iitg.ac.in</a>	1994
			7.	Indian Institute of Technology, Roorkee URL: <a href="http://www.iitr.ac.in">http://www.iitr.ac.in</a>	2001

Generally, VRS refers to a network of experts, intermediation and resources placed at the disposal of someone seeking answer online. These services are provided through e-mails, web forms, chat, video-conferencing, digital reference robots and FAQs, etc. Keeping in view the importance of digital resources, the libraries of IIMs and IITs are deeply involved in the organization and management of a large number of e-resources to provide various digital reference sources to their users under intranet as well as internet environment. These resources and services which deserve mention are as follows:

1. **Reference Desk Service:** The reference desk in the libraries provide access to various indices, reviews of the quality, credible and current information-based sites and assists the readers in navigating these sites to satisfy their required need.
2. **E-mail Reference Service:** In e-mail reference service, the user sends the concerned library an e-mail with a reference query to supply whatever information he or she feels is necessary. It can be provided to the users in different forms, such as TOC Alerts, customized news to users, latest additions of library resources and provide answers to the query by different ask a services such as ASK A Librarian and Question point, etc.
3. **Real time Reference:** Real time reference service that libraries of IITs and IIMs are attempting to provide more and more is live reference. These are real time, interactive reference service in which user can talk to a real, live reference librarian at any time day or night, from anywhere in the world. Chat, technology enables users to communicate on the internet with others in real-time. Also the instant messaging software product such as AOL instant messenger and ICQ allow libraries to communicate in real time with users through a series of messages sent back and forth. Video conferencing is also becoming a popular mode of real time reference for big institutions.
4. **Links to E-Resources:** The growing popularity of electronic information resources and the increasing demand of information seekers have necessitated the present day libraries to acquire e-resources. The libraries of IITs and IIMs have built up a good

*Contd....*

**Notes**

collection of e-resources such as, e-books, e-journals, e-databases, e-thesis, standards, patents, etc. and the links to e-resources provide a quick accessibility all these resources. Through the library FAQ, OPAC and Links to other open Access/free resources, the users are capable to search their required information on line and obtain such resources through electronic mode of distribution.

5. **Referral Service:** Referral service gives the reference source of required information. In case of IITs and IIMs, the referral service includes the links to different publisher's sites, links to other websites, interlibrary loan and directory service.
6. **Web form or Query form Service:** In web forms, the user fills out an online form on the libraries websites. It structures the user's request in such a way that helps the user in providing additional supply of information that will specify his/her request. The query thus structured is submitted to the respective library and the person replying these will post an e-mail reply to the user immediately.
7. **Collaborative reference Service:** In this model, two or more libraries team up to offer reference service using any of the online formats. It includes union list or union catalogue of participating libraries and also takes initiation towards providing consortia based resources to the libraries under study for serving the users in a better way.
8. **E-Print archives:** E-Prints are electronic copies of academic research papers. They may take the form of Pre-print (Papers before they have been referred) or 'post print' (after they have been referred). They may be Journal articles, conference papers, book chapters or any other form of research output. Typically, an e-print archive is normally made for freely available on the web with the aim of ensuring the widest possible dissemination of their contents, now the IITs and IIMs libraries of India are putting to provide such archives to their users.
9. **Feedback form Service:** In feedback form, the libraries provide an online form for asking questions to libraries, librarian, also sending suggestion, views and comment upon the library service for building up the service in a more effective way. Now days all the IITs and IIMs are try to provide feedback form service to build up a standard up a standard and user oriented library service.

Increasingly, virtual reference service are being developed and implemented at libraries across the country. Unfortunately, similar emphasis on developing an assessment techniques, measures, and standards is not progressing at a similar rate in India. If Virtual Reference Service is to evolve successfully as *bona fide* library and information services, librarians need to engage in ongoing assessment and evaluation of those services. Such assessment is essential for planning and development of these services, for cost and financial decision-making and perhaps most importantly, to ensure that user information needs are met. This study is an important first step towards better understanding how digital library services can be successfully integrated into existing library and information services of the premier academic institutions of India, the IIMs and IITs.

**Questions:**

1. Write down the case facts.
2. What do you infer from it?

*Source:* [http://eprints.rclis.org/9314/1/virtual\\_reference\\_service.pdf](http://eprints.rclis.org/9314/1/virtual_reference_service.pdf)

## 7.5 Summary

### Notes

- Libraries are the repositories of knowledge and form an integral part of education.
- An academic library is a library attached to an academic institution i.e. an institution engaged in teaching and or research and imparting formal education to students who aspire to complete a particular course under a prescribed syllabus. Schools, colleges, universities and technological/engineering/medical institutions are some of such institutions, which may vary from one another in respect of courses offered by them.
- Academic libraries provide support the academic and information needs of their communities – students, faculty and staff – through provision of physical and digital resources.
- Academic libraries are considered to be the nerve centres of academic institutions, and must support teaching, research, and other academic programmes.
- The school library is central to learning and plays a key role as a place for encouraging innovation, curiosity, and problem solving.
- The school library media centre program is a collaborative venture in which school library media specialists, teachers, and administrators work together to provide opportunities for the social, cultural, and educational growth of students.
- The school authorities do build a variety of facilities to operate different functions of the school in order to meet the requirements of its students.
- College education provides a totally different environment for boys and girls who go for higher studies.
- A library is more important in a University, because a library can do without a University where as a University cannot function without a library.
- University libraries support and help the university in achieving each of the objectives of the University.

## 7.6 Keywords

**Academic Library:** An academic library is a library attached to an academic institution i.e. an institution engaged in teaching and or research and imparting formal education to students who aspire to complete a particular course under a prescribed syllabus.

**Consortia:** A group made up of two or more individuals, companies or governments that work together toward achieving a chosen objective.

**Documentation:** Manuals, instructions, tutorials, procedures, specifications, etc., that accompany a piece of equipment or software, and provide guidance for its proper use and maintenance.

**Education:** Education is a process of learning, with the aim to develop the capabilities in the people at all levels.

**Information and Library Network (INFLIBNET):** It is involved in modernizing university libraries in India and connects them through a nation-wide high-speed data network.

**Library Network:** Interlinking library resources and services by means of computer and communication technologies.

**Resource:** A resource is a source or supply from which benefit is produced.

**Notes** **School library:** A school library (or a school library media centre) is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources.

**University Grants Commission (UGC):** UGC, established by an Act of Parliament in 1956, coordinates and monitors the higher education system in India and provides grants to the universities and colleges.

## **7.7 Review Questions**

1. Define Academic Library.
2. Discuss the purpose of Academic Library.
3. What are the functions of Academic Library?
4. Explain any two academic institutions in India.
5. Elucidate the purpose of School Libraries.
6. Discuss the aim of Primary and Secondary School Libraries.
7. Do you think that a good and efficient library will certainly help students to meet the new challenges they start facing at college? If yes, give reasons.
8. Highlight the key components of an ideal college library.
9. What are the objectives of University Library?
10. Describe various services offered by the university library.

## **Answers: Self Assessment**

- |               |                          |
|---------------|--------------------------|
| 1. True       | 2. False                 |
| 3. True       | 4. False                 |
| 5. Catalyst   | 6. Primary               |
| 7. Three      | 8. Secondary             |
| 9. False      | 10. False                |
| 11. True      | 12. False                |
| 13. Cost      | 14. Scholars             |
| 15. Non-print | 16. Online or Electronic |

## **7.8 Further Readings**



Books

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*Online links*

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<http://schools.natlib.govt.nz/developing-your-library/managing-your-library/school-library-purpose>

[http://www.academia.edu/218476/From\\_Place\\_to\\_Function\\_Academic\\_Libraries\\_in\\_2012](http://www.academia.edu/218476/From_Place_to_Function_Academic_Libraries_in_2012)

<http://www.library.cornell.edu/aboutus/inside/goals>

<http://www.webpages.uidaho.edu/~mbolin/mahajan.htm>

## **Unit 8: Special Libraries**

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### **Objectives**

After studying this unit, you will be able to:

- Explain an overview of Special Libraries
- Discuss the purpose of Special Libraries
- Describe the features of the Special Libraries
- Discuss the functions of the Special Libraries

### **Introduction**

In the previous unit, we dealt with the definition, purpose and function of Academic Libraries along with the purpose and functions of School, College and University Libraries. Special libraries and information centres are a natural outcome of the need for information support to research and development, business and industry, expanded functions of governments and similar other organisations. While special libraries have been in existence since the beginning of this century, information centres emerged from the fifties and have now developed into a major group of information centres. They have overlapping functional characteristics. There are also considerable variations in the level of services offered by them. In this unit, we shall study the origin, growth and development of these two major information institutions, such as Special Libraries and Information Centres – the functions they perform, the products they generate and the services they offer. The purpose of this unit is to enable the students to comprehend basic expressions. At

the end of this unit, you should be able to understand the definition, purpose, features and functions of the Special Libraries.

**Notes**

## **8.1 Special Libraries: An Overview**

A “special library” is a term for a library that is neither an academic, school, public or national library. Special libraries include corporate libraries, law libraries, medical libraries, museum libraries, news libraries, and non-profit libraries. These libraries are not usually open to the general public, though many are available to specific elements of the public or scheduled appointments. Special libraries are also sometimes known as information centres. They are generally staffed by librarians, although many librarians employed in special libraries are specialists in the library’s field rather than generally trained librarians, and often are not required to have advanced degrees in specifically library-related field due to the specialized content and clientele of the library.

Special libraries often have a more specific clientele than libraries in traditional educational or public settings, and deal with more specialized kinds of information. Depending on the particular library, special libraries may or may not be open to the general public or elements thereof. Those that are open to the public may offer services similar to research, reference, public, academic, or children’s libraries, often with restrictions such as only lending books to patients at a hospital or restricting the public from parts of a military collection.



*Caution* Given the highly individual nature of special libraries, visitors to a special library are often advised to check what services and restrictions apply at that particular library.

Special libraries may be called libraries, information centres, information resource collections, or other names, typically decided by the institution that the library is attached to, and may or may not have a generally trained and qualified librarian on staff.

### **8.1.1 Definition of Special Libraries**

Special libraries are information collections where the entire collection is a single, or several special collections. Of course, that’s just one definition. The Special Libraries Association (SLA) is the national professional organization for special librarians to connect with each other, with other collections, and with vendors for products of interest to special library collection development and management.

Though the concept of Special Library is of a recent origin, a good number of experts have defined the Special Library. M.L.M. Harrod in his “*Librarian’s Glossary of Terms*” defined that a “*Special Library is a collection of books and other printed, graphic or recorded material dealing with a limited field of knowledge and provided by a learned society, research organisation, industrial or commercial undertaking, government department or even an educational institution. It may also be a special branch of a public library serving certain interests or occupational groups such as a technical library or a special subject library, meeting the needs of all enquiries on that given subject such as a music library*”.

The reputed library scientist D. J. Foskett defines a special library as “*one serving a group, having an extra-library existence, whose members direct at least some of their activities towards a common purpose. This excludes academic libraries as their users pursue their individual ends, and are in no sense united by a Common Purpose*”.

The group served, according to Foskett, may be a government department, a professional association, an industrial firm, a research association or an institute or any similar organisation. Special libraries serve organisations with a clearly defined group policy, and members of the group have indicated their acceptance of this policy by the fact of their joining,

**Notes** which implies their recognition of a common interest. Dr. S. R. Ranganathan, a renowned Library Scientist prefers to call it as specialist Library to supply detailed information regarding some subject field – scientific, technical and otherwise.

The Bureau of Labour Statistics describes Special Librarians:

*"Special librarians work in settings other than school or public libraries. They are sometimes called information professionals. Law firms, hospitals, businesses, museums, government agencies, and many other groups have their own libraries with special librarians. The main purpose of these libraries and information centres is to serve the information needs of the organization that houses the library."*



*Example:*

1. Government librarians provide research services and access to information for government staff and the public.
2. Law librarians help lawyers, law students, judges, and law clerks locate and organize legal resources.
3. Medical librarians help health professionals, patients, and researchers find health and science information. They may provide information about new clinical trials and medical treatments and procedures, teach medical students how to locate medical information, or answer consumers' health questions.

Special libraries have been defined by Mount and Massoud as "*those information organizations sponsored by private companies, government agencies, not-for-profit organizations, or professional associations.*" The Special Libraries Special Interest Working Group (SIWG) states that "*Special Libraries cater to specific professional or academic groups whose information needs are defined by a particular subject or activity.*"

In other words, special library collects updated and comprehensive information on the subject concerned with the parent organization and disseminate this information promptly to the people associated with the organization on demand and in anticipation.

### **8.1.2 History of Special Library**

Special libraries first began to appear in the United States (US) in the early decades of the 20th century. They were a new form of library, quite different from other types of libraries in their functions and purpose and in their new methods of collecting and organising material. In the later decades of the century, organisations increased in number, size and complexity, as business and industry began to grow rapidly. A large number of government organisations also sprang up to meet various activities of the government and libraries began to grow in all these organisations. World War I and II accelerated the process of industrial development backed by scientific and technological research. Research and development became increasingly institutionalised. This trend naturally led to the growth of special library collections and new services.

The growth of special libraries in Europe as well as in many of the developing countries also was modelled on the patterns of US special library movement. As nations continued to industrialise and increased their research, efforts, special libraries were established in research organisations and in other agencies. Growth and development of special libraries in India also has been on the model of the Western Countries.

In their current status as a type of library independent from public, academic, and archival libraries, special libraries are a recent phenomenon, although it is difficult to determine when

they began to be recognized as a distinct subset of libraries due to the highly individualistic and independent nature of most special libraries. Perhaps the closest date to assign to the beginnings of special libraries in the modern sense is 1909, the year that the Special Libraries Association, one of the oldest and largest library advocacy groups specifically concerned with special libraries, was founded. Describing the history of special libraries in the modern sense of the word is therefore difficult, as the only criteria for defining a special library is that it is a library – itself an often nebulous term – that is not a national, research, reference, public, academic, children's, or archival library.

**Notes**

However, tracing the history of these types of groups before the modern definition of special libraries reveals that the concept of special libraries as libraries existing to support specific private interests or institutions in their goal is likely the oldest in existence. The first known libraries, dating back to the beginning of known history, recorded commercial transactions and inventories. Today, these fall under the heading of corporate libraries, discussed below. Likewise, a substantial number of the cuneiform tablets recovered from the Library of Ashurbanipal detail Babylonian religious beliefs and myths. Again, in a modern context, religious libraries are often considered special libraries.

Of course, early libraries are generally not considered to be special libraries in most contexts, but it is nevertheless clear that libraries today grouped under the label of special libraries long predate that label.

### **8.1.3 Information Centre**

Harrod's Librarians' Glossary defines Information Centre as being "*usually an office, or a section of a bibliographical centre, research bureau or documentation centre, which gives information about books or on a subject with which the organisation providing the facilities of the centre is concerned. The functions of this centre include technical writing, indexing, abstracting, SDI etc., each one of intensive nature*".

These centres which grew in different dimensions were not necessarily tied down to any single parent organisation but were catering to a wider circle of users who were working in the fields in which these centres were operating. Thus, new types of information centres began to evolve and shape. Today we have a variety of such centres operating in diverse fields at regional, national or international levels.

At a higher level, an information centre offers highly specialised consolidation and repackaging services which involve analysis, synthesis and evaluation of information and present them in a form required by users. The final output may be a critical bibliography, evaluative and comprehensive state of art reports or a repackaged report for a specific user category, etc. In fact, this range of services has necessitated the formation of different types of information centres, such as data centres, information analysis centres and information dissemination centres. The higher level of information service requires staff with subject specialisation and communication abilities. However, these services can be offered by a special library, depending on their staff strength and material acquired and organised.

### **Self Assessment**

State whether the following statements are true or false:

1. Special libraries are usually open to the general public.
2. Special libraries first began to appear in China in the early decades of the 20th century.
3. The first known libraries, dating back to the beginning of known history, recorded commercial transactions and inventories.

- Notes**
4. The higher level of information service requires staff with subject specialisation and communication abilities.

## **8.2 Purpose of Special Libraries**

While other types of libraries serve multiple objectives such as education, research, recreation, cultural and social activities, the major and perhaps only objective of a special library, is the provision of information, in support of the objectives of its parent organisation. Special libraries exist in a wide variety of organisations, most of them being units of larger organisations. Their purposes are usually other than provision of education or conventional library services, invariably meeting the information requirements of the organisations to which they are attached.

Special libraries are formed in research and development establishments, government departments, directorates, industrial and business undertakings, learned societies and professional associations, trade and business associations, hospitals and health services, social and welfare organisations, museums, national gallery of arts, etc. However special libraries are also established to serve a particular group of users or specialists working on a subject or a group of subjects or on a particular type of documents, etc. The following table illustrates these units:

<b>Distinguishing Aspects</b>	<b>Special Library</b>
Special user groups	Libraries for the Doctors, Entrepreneurs, Industrialists, etc.
Kind of activity	Nutrition (the Library of the National Institute of Nutrition, Hyderabad).
Specialising in a group of subjects	Food Science and technology (the Library of the Central Food and Technological Research Institute, Mysore). .
Type of documents	A film library; a video cassette Library; a manuscript library.

These distinguishing features identify special libraries although their functions do very often overlap. They are developed to support the mission of their sponsoring organization and their collections and services are more targeted and specific to the needs of their clientele.

The main purposes of a special library are as follows:

1. It serves the information needs of its parent body;
2. It disseminates updated and significant information in the concerned field;
3. It gives pinpointed information promptly;
4. It provides desired information to its users on demand and mostly in anticipation;
5. The users also get new ideas and inspiration to initiate new projects.

Special libraries can be found in government ministries, departments, hospitals and corporations. The role of each special library is to support the information needs of its users or clients so that they can achieve the mission and goals of the organisation. These libraries provide a variety of information services to meet the needs of a specialized population, providing staff and researchers with the information they need to carry out their tasks.

Special libraries are “special” in their collection, clientele/users and service. All of them provide pinpointed, exhaustive and expeditious service to their users.

**Notes**

*Example:* In a research institute's library, the scientists may not be having time to visit the library for information gathering. In such a situation, the apt information and not the document should be supplied to the users.

### Self Assessment

Fill in the blanks:

5. Special libraries exist in a wide variety of organisations, most of them being units of ..... organisations.
6. The role of each special library is to support the ..... needs of its users or clients.
7. Special libraries are ..... in their collection, clientele/users and service.
8. The users also get new ideas and inspiration to initiate new .....

## 8.3 Features of the Special Libraries

All the activities of a special library are derived from two basic types of information services that are provided by them. In fact, the reason for their existence, as stated earlier, is to provide such information services. The first service is provided in response to users' requests for information covering reference and literature search. The second is information service in anticipation of need and includes indexing, abstracting services which are designed to keep the users updated on new and current information.



*Notes* Decisions about collection development of the library, processing and organisation of documents appointment of staff, etc. are made on the type and extent of services to be provided.

### 8.3.1 Collection Development

Special library collections are working collections to support their information services, with an emphasis on current information and retrospective material, determined on the basis of the projects and programmes taken up by the organisations. Besides the traditional forms of material such as books, journals, technical and research reports, other typical and significant material include patents, specifications in scientific and industrial fields, business records, trade information and news clippings, etc. A particular feature of a collection in a special library is that it is never static, but dynamic and changing as new activities and programmes develop in the parent organisation. The library also gets affected by changes in the parent organisation and the scope and nature of the library collections and services also get changed suitably. Therefore, the staff of the special library must be constantly alert to possible new areas and the changing interests of the organisation so that the library collection and services can respond to changing demands of information. Generally speaking, the special library collections have three major components; the first is published information, the second internally generated information and the third, information available from sources, outside the organisation.

In most of the special libraries, periodicals provide the most updated information. Therefore, periodical collections are perhaps the richest of the library resources and the maximum funds are provided for subscriptions to periodicals. Specialised reports form the second category of published information. Information collected through newspaper clippings, pamphlets, statistical

**Notes** compilations, sales literature, trade catalogues, financial statements, government documents, etc., form the other sources of information.

The second major component of the collection is information generated within the organisation, such as, research reports, technical memoranda, laboratory note books, working papers, correspondence, house organs, newsletters, sales literature and company and competitive advertising, etc.

Use of resource outside the organisation is the third component of the special library collection. Usually, the special library has to depend on external resources for information and materials outside its scope of activities. In fact, special libraries quite often use public, academic and research libraries through formal inter-library loan procedures.

### **8.3.2 Processing and Organisation**

Special libraries employ a wide variety of methods in organising their collections. The physical storage of its collection is determined on the basis of use. Catalogues, indexes, abstracts are prepared on the basis of ease of use, scope of the activities of the parent organisation and coverage. Classification, cataloguing and indexing systems also are simple in their design but are chosen to meet their requirements effectively.

### **8.3.3 Services**

The services offered by Special Libraries are as follows:

- **Reference Services:** Reference and research services range from answering simple reference questions to undertaking complex research and literature services. Users are usually assisted in the pursuit of their own search for literature but quite often information expertise is made available in locating requested information and transmitting them in the most useful form. In fact, expertise is built into the special libraries' staff to handle complicated and complex problems of information handling. Some special libraries offer translation services either in house or obtain them from outside sources.



*Did u know?* In most of the special libraries, a close working relationship exists between the library staff and users to derive the maximum benefit from the library unit.

- **Current Awareness and Routing Services:** Special libraries have developed a wide range of services to keep their users informed of new and current developments. Routing of current issues of periodicals is one of the most common functions of special libraries. The library periodically surveys its clientele as to which periodicals they wish to see on a regular basis, then circulates them to readers, as issues arrive. Current acquisition bulletins, indexes to current periodicals and title alerts are some of the different types of current awareness services provided by special libraries.
- **Anticipatory Service:** Besides these services, annotated lists, abstract bulletins, news summaries, digests or other types of anticipatory service are also provided by special libraries. In recent decades, many of the special libraries provide computer based selective dissemination of information (SDI) service. In India, SDI services are also provided but not necessarily through computers.
- **Retrieval Services:** Abstracting, indexing and preparation of digests are of paramount importance in special libraries. Special project and retrospective files are built up in special libraries for meeting their requirements on projects or requirements for new product or process development.

- **Publication of Bulletins:** The information about the new arrivals in the library are published in the form of acquisition lists or bulletins and supplied to all potential users. At times annotations are added to these entries. For some subjects, this service is available commercially.
- **Personnel and Staff:** In general, special libraries are managed by a small staff. One of the continuing debates in the field is whether a special librarian should be primarily a subject specialist or a library professional or both. But most of the controversies on this issue are getting resolved as persons with different subject expertise, are taking increasingly the special librarianship and documentation. Thus, the new breeds of specialists are competent and have the expertise required to handle various activities of a special library.

**Notes**

*Task* List the services generally provided by a special library.

### Self Assessment

State whether the following statements are true or false:

9. Specialised reports form the second category of published information.
10. Retrieval services range from answering simple reference questions to undertaking complex research and literature services.
11. Special libraries are managed by a large staff.
12. Routing of current issues of periodicals is one of the most common functions of special libraries.

### **8.4 Functions of the Special Libraries**

Special library is generally concerned with literature of a particular subject or a group of subjects and extends its facilities to a particular type of clientele. A special Library is a power house for the generation, storage and use of information. A special library performs primarily the following functions:

- It selects and procures documents and other sources of relevant information;
- It processes the procured information or documents with the help of classification, cataloguing, shelf arrangements, etc. to make them easily available for the users;
- It subscribes to a good number of journals related to its area;
- It provides indexing and abstracting services to the users to save their time;
- It provides reference services to the users by telephone, by post or by e-mail;
- It gives Current Awareness Service (CAS) regarding new arrivals and latest services to the users;
- It provides Selective Dissemination of Information (SDI) service to the users as per their subject interest and requirement;
- It also gives document delivery service to its users at their doorstep;
- It brings out library bulletins weekly/fortnightly/monthly to keep the users up to date with latest information;

- Notes**
- It gives translation services to provide the desired information to the users in their convenient language;
  - It also provides intranet as well as internet facility to the users in order to access the library collection and catalogues at their desktop;
  - It responds to the reference queries and make retrospective search of literature as per the users' demand;
  - It compiles bibliographies, union catalogues, documentation lists, newspaper-clippings, accession lists etc. to save the time of its users;
  - It provides inter library loan (ILL) facility to the users;
  - It gives user orientation training through personal interaction with users and by library brochure and pamphlets to make the users familiar with the library collection and services.

Special libraries have become integrated into the information and knowledge value chain of their parent organisations, achieving in that respect a huge advantage in comparison to public libraries.

### **Self Assessment**

Fill in the blanks:

13. A special Library is a ..... for the generation, storage and use of information.
14. A special Library gives ..... regarding new arrivals and latest services to the users.
15. A special Library gives ..... services to provide the desired information to the users in their convenient language.
16. A special Library gives user ..... training through personal interaction with users and by library brochure and pamphlets.



*Case Study*

### **Patterns of User-visit, Movement and Length of Stay in a Special Library**

The user-behaviour within the library in terms of physical interactions with various library services and facilities is an interesting and less explored area in user research. Like 'use of library', user-interactions with a library is also a phenomenon of a minority of users. In fact, both the use of library and user-interactions with library are highly interdependent and related. However, there is not much work done to study and understand user-interactions with libraries. What is available in literature can be termed as fragmentary stray attempts to study some interactions of users with libraries? This may be partly due to the time-consuming observation technique to be followed for the purpose. For the same reason many use-studies also did not venture to consider the in-house use of library documents.

A user visits the library for many purposes. Interestingly, Slater and Fisher (1969, p 29) found that 38% of their respondents visited their libraries for work space (11% exclusively for work space). Even in the study of science library at MIT (Bush et. al., 1956, P 88) a considerable number of persons used the library only as a study hall to make use of their

*Contd....*

own material. On the contrary, Scott (1959, P 113) found that 59% of the respondents claimed to do most of their journal reading at home followed by 27% at place of work, 2% during journey on train, 3% in a library, 1% in other places and 2% of the respondents did no reading of technical journals. In a study of in-house use of library documents and seat occupancy, the space technologists were found to visit the library more during departmental reviews for promotion. The distribution of user-visit data over a typical day was bimodal, roughly symmetric and the same was cyclical over a typical week with maximum during mid of a working week (Sridhar, 1982). Like use of library documents, the reservations made by the space technologists for lent out documents followed skewed distribution and year of acquisition of a document had a stronger effect on its chances of getting more reservations than year of publication (Sridhar, 1983). In another study, it was found that less than one-fourth of the space technologists have had participated in collection development of the library (Sridhar, 1983). Yet another case study showed non-use of classified catalogue, heavy use of subject catalogue and a roughly symmetric bi-modal distribution of card catalogue consultation over a typical day by the space technologists. Further, card catalogues are consulted most of the time either to locate a document on the shelf or to interact with the circulation counter than for literature search (Sridhar, 1986).

There are not many worth citing studies in user-research about specific aspects of user-behaviour within library as far as scientists, engineers, technologists and technicians are concerned. Studies are that of academic or public library users. Apart from science library at MIT mentioned above, Pings and Anderson's (1965) study of user movement/flow pattern, the study made by the University of Cambridge Library Management Research Unit (1975) about seat occupancy, and Campbell and Schlechter's (1979) study of library design influences on user-behaviour are some of the studies in this direction.

As an extension of a previous study (Sridhar, 1982), a limited sample of the space technologists drawn from the population have been observed for their broad behaviour regarding physical interactions with their 'primary library'. The observations relate to the patterns of library visits, library traffic/user movement, use of various services and facilities (within the library) and length of stay of the users in the library. The 'Primary library' in this study is ISAC Library and it is housed in a centrally located area as part of the main building of the organisation on a plinth area of about 10,000 sq. ft. Approximately one-fourth of the plinth area consists of mezzanine floor. The building was neither designed for the library nor is it adequate to house the library at the time of study.

Based on the data recorded on 24 randomly chosen days during October 1984 and January 1985, it was found that on an average 200 users visit the library (on a working day), of which 55 visited the mezzanine floor of the library where current journals, bound volumes of journals, standards, reprints and product catalogues are housed. It may be noted that sampling is done for selection of days and user visit data was collected for the entire selected day.

It may also be noted that, by and large, the users who have made more use of library documents also tend to make more interactions with the library and *vice versa*. Those who made more use of one type of document or more interactions of one type with the library tend to make more use of other types of documents or more interactions of other types. It is the nonusers of the library who have remained nonusers of almost all the services and facilities of the library tending eventually to become isolated group of nonusers. The library-use index of the IST has correlated moderately and positively ( $r=0.53$ ,  $df = 393$ ,  $p<0.05$ ) with their library-interaction index. Just like every library will have a defined set of primary members, every user will have a primary library on which he depends substantially for his information requirements and the primary library enables him to enter the network or system of libraries.

## Notes

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**Notes**

Further, 13 purposeful biased sample of the space technologists (other than those who visited library for a very short time for an issue or return transactions or for indenting or collecting xerox copies) were observed during January 1985 for their movement within the library. In this observation, on an average, a user spent 58 minutes on a visit to the library in 4 to 5 units out of 13 such units within the library. The mapping of users' movement indicated that, by and large, the users moved in near critical path avoiding zig zag movements (except when they deliberately wanted to pay repeated visits to a particular unit). Eight out of the 13 only moved on to mezzanine floor and three of them came down to ground floor for use of books and reports and to make enquiries at the circulation counter. The users have often made more than one entry/interaction/visit to the following units: circulation counter, book stack and reading area for books and reports.

Table 1 presents the average user visits to ten service areas (units) within the library together with average length of stay. As could be seen from the table, book stack and circulation counter have accounted for more than half of the total visits (56.8%). Display of new arrivals and reading area for books and reports have been moderately visited by the users. A maximum average time of 27.1 minutes per visit has been spent at the display of new arrivals of journals and current journals followed by 20 minutes in the reading area for books and reports and 16 minutes in the bound journals, standards, reprints and product catalogues unit.

**Table 1: User-Visits to Service Areas within the Library and Length of Stay**

SI. No.	Service Area	Average No. of user-visits per day	Percentage of Total visits	Average length of stay (in minutes)
1.	Circulation counter	170.2	27.7	3.1
2.	Reprographics service	17.3	2.8	
3.	Micrographics unit	3.0	0.5	NA
4.	Card catalogues	32.0	5.2	8.0
5.	Report stack	6.4	1.0	10.0
6.	Book Stack	178.8	29.1	12.0
7.	Reading area (books & reports)	67.0	10.9	20.0
8.	Display of new arrivals (books, reports & standards)	82.5	13.4	5.3
9.	Display of new arrivals (Journals) and current journals	44.5	7.3	27.1
10.	Bound journals, standards, reprint & product catalogues	12.0	2.0	16.0
	Total	613.7	99.9	

*Key:* NA, Not available

About 30 randomly selected Indian space technologists were observed for their length of stay in the library during December 84 and January 85. Counting was done from the time the user stepped into the library till the time he stepped out. In order to consider serious in-house users, all those who visited either for reprographic service or exclusively to select and borrow documents were excluded. As such no one in the sample had spent less than 20 minutes.

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**Notes**

One hundred and eighty minutes was the maximum length of stay by one user, followed by 120 minutes each by two users. The average length of stay of the users based on mean of the ranges is 58 minutes. About 58% of the respondents spent 5-30 minutes per visit in the library in Raitt's (1984, p 242) study. The number of users and their length of stay in the library based on mean of the ranges are given in Table 2. The data in Table 2 also indicates that only 7 out of 30 users stayed beyond an hour in the library.

**Table 2: Number of Users Vs Mean Length of Stay of Users in the Library**

Time in minutes (t)	No. of Users (N)	N(t) (No. of users staying longer than t minutes)
30	9	30
45	8	21
60	6	13
75	2	7
90	2	5
120	2	3
180	1	1
Total	30	30

In Raitt's study (1984, p 242), 15% of his respondents spent more than one hour in the library. When this data was plotted on graph, i.e., t, the time in minutes plotted against N(t) the number of users staying longer than t minutes; it resulted in a reverse shaped curve (Bush, et. al., 1956).

One interesting feature is that the average time spent by the users in journals section is much longer than that spent in books and reports sections despite the fact that fewer users have used journals than books. This partly explains the quantitative under-usage of journals by the Indian Space Technologists. It may be noted (\*) that the total number of users in Table 3 is shown as 45 (i.e. 15 in excess of samples), as they were common users of both ground floor as well as mezzanine floor service areas during a visit. In other words, almost 50% of those who used books also used journals when they visited the library.

**Table 3: Frequency Distribution of Length of Stay of Users**

Time in minutes	No. of Users		
	Ground Floor	Mezzanine Floor	Total
<20	4	3	7
20-30	8	0	8
30-40	7	5	12
>40	5	13	18
Total	24	21	45*

*Key:* \*, Total does not tally to 30 due to 15 users using both the ground floor and the mezzanine floor.

From even a cursory glance at the literature on user-research, it appears that there is a total lack of sound studies of user-interactions with libraries in general and interactions of scientists, engineers, technologists and technicians in particular. A real-time study of

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<b>Notes</b>	physical interactions of users with libraries provide lot of insight for planning physical layouts of libraries, understanding relevance and utility of various services and information-behaviour of users. It is also possible that the existing layout, facilities and services considerably influence user-interactions with a given library. Generally less used and less visited units within a library are more compactly and remotely located causing further reduction in user-visit to those units and hence reduction in use of such services. The profession is far behind in thinking of evolving norms and standards for assessing quantitatively the user-visits, movement and length of stay in libraries.
<b>Questions</b>	<ol style="list-style-type: none"><li>1. Write down the case facts.</li><li>2. What do you infer from it?</li></ol>

*Source:* [http://eprints.rclis.org/10889/1/J\\_28\\_user\\_visit\\_movement\\_etc.pdf](http://eprints.rclis.org/10889/1/J_28_user_visit_movement_etc.pdf)

## **8.5 Summary**

- Special library collects updated and comprehensive information on the subject concerned with the parent organization and disseminate this information promptly to the people associated with the organization on demand and in anticipation.
- Special libraries are information collections where the entire collection is a single, or several special collections.
- Special libraries are also sometimes known as information centres.
- In their current status as a type of library independent from public, academic, and archival libraries, special libraries are a recent phenomenon, although it is difficult to determine when they began to be recognized as a distinct subset of libraries due to the highly individualistic and independent nature of most special libraries.
- Special libraries are formed in research and development establishments, government departments, directorates, industrial and business undertakings, learned societies and professional associations, trade and business associations, hospitals and health services, social and welfare organisations, museums, national gallery of arts, etc.
- Special libraries are “special” in their collection, clientele/users and service.
- Special library collections are working collections to support their information services, with an emphasis on current information and retrospective material, determined on the basis of the projects and programmes taken up by the organisations.
- Special libraries employ a wide variety of methods in organising their collections.
- A special library is a power house for the generation, storage and use of information.
- Special libraries have become integrated into the information and knowledge value chain of their parent organisations, achieving in that respect a huge advantage in comparison to public libraries.

## **8.6 Keywords**

**Catalogues:** A complete list of items, typically in alphabetical or other systematic order, in particular.

**Clientele:** The clients of a professional person or practice considered as a group.

**Current Awareness Service:** It is a service that helps you to organize and mediate the information that you need to conduct your research.

**Notes**

**Information Centre:** An information centre is a centre designed specifically for storing, processing, and retrieving information for dissemination at regular intervals, on demand or selectively, according to express needs of users.

**Periodicals:** Periodicals are publications which are issued at regular intervals, such as journals, magazines, and newspapers.

**Reference Services:** Reference Service is assistance that will help you find the information you need.

**Research:** The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

**Selective Dissemination of Information:** Selective Dissemination of Information is a service that consists in routing to readers, on a regular basis, news alerts corresponding to their readers' profiles.

**Special Library:** Special libraries are information collections where the entire collection is a single, or several special collections.

**Subscriptions:** A purchase made by signed order, for example, a periodical for a specified period of time.

## **8.7 Review Questions**

1. Define special libraries.
2. Discuss the history of special library.
3. What do you understand by information centre?
4. Highlight the main purposes of a special library.
5. Why special libraries are called "special"?
6. Explain the services offered by special libraries.
7. Write brief note on the collection development of special library.
8. What are the functions of special library?

### **Answers: Self Assessment**

- |                 |                                     |
|-----------------|-------------------------------------|
| 1. False        | 2. False                            |
| 3. True         | 4. True                             |
| 5. Larger       | 6. Information                      |
| 7. Special      | 8. Projects                         |
| 9. True         | 10. False                           |
| 11. False       | 12. True                            |
| 13. Power House | 14. Current Awareness Service (CAS) |
| 15. Translation | 16. Orientation                     |

**Notes**

**8.8 Further Readings**



*Books*

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<http://lovespeciallibraries.blogspot.in/2012/04/what-are-special-libraries.html>

<http://slq.nu/?article=the-special-library-bridging-the-physical-and-digital-arenas>

[http://www.kuk.ac.in/userfiles/file/distance\\_education/Year-2011-2012/B\\_Lib%20lecture%201.pdf](http://www.kuk.ac.in/userfiles/file/distance_education/Year-2011-2012/B_Lib%20lecture%201.pdf)

<http://www.nalis.gov.tt/Libraries/SpecialLibraries/tabid/65/Default.aspx>

## **Unit 9: National Libraries**

Notes

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### **Objectives**

After studying this unit, you will be able to:

- Explain the concept of a National Library
- Discuss the functions of National Library
- Describe the descriptive Account of a Few National Libraries

### **Introduction**

In the previous unit, we dealt with the definition, purpose, features and functions of the Special Libraries. The concept of national libraries is a recent development dating back to a few centuries. This development has been a feature of socio-economic, culture and scientific advancements in the western industrially advanced countries. Although national libraries in some form existed in many countries in the past, the origin and growth of national libraries as we understand them today have been an outcome of the Renaissance and Reformation movements in Europe. Their growth has been accelerated by advances in science and technology and their applications in industry, trade, transportation and communication. National libraries have grown and developed in recent decades in different dimensions, indicating the need for specialised national libraries on the basis of subjects (i.e., Medicine), functions (i.e. Lending), user groups (i.e., Blind), and materials (Newspapers). While almost every country has a national library, today, we have taken as case studies the National Library of India, the Library of Congress and the British Library; all these great national libraries have some common aspects. While each one of them

**Notes** has its own unique and distinct features. Books have been written on these libraries describing their historical background, growth and advancement in recent decades and their future perspectives. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the concept, functions and descriptive Account of a Few National Libraries.

## **9.1 Concept of a National Library**

The concept of national libraries, as we know them today, has developed in about three centuries back, mostly in industrially advanced countries of the West. The growth and advancement of such libraries has been a conspicuous feature of the intellectual and cultural development of a country. Not only have they grown in size, particularly in the last half a century, they have also expanded in multi-fold dimensions, tending to develop into a network of national libraries. There are, in some countries today, national subject libraries for medicine, agriculture, science and technology, and for a few professional services like document supply, compilation and production of national bibliographies. These trends are also witnessed on the Indian scene in some measure.

### **9.1.1 Definition of National Library**

A National Library keeps all documents of and about a nation under some legal provision and thus represents publications of and about the whole nation.

Edition 6 of Harrods's Librarians' Glossary and Reference Book (1987) defines a National Library as:

- a library maintained out of government funds;
- serving the nation as a whole;
- books in such libraries being for reference only;
- libraries are usually copyright libraries;
- the function of such a library is to collect and preserve for posterity, the books, periodicals, newspapers and other downbeats published in the country; and
- being purchased books published in other countries.

The ALA Glossary of Library Terms, simply defines, the National Library As "a library maintained by a Nation".

One of the unique privileges of a National Library of a country is to receive by law all print and non-print materials produced by the country. This provision is usually incorporated in the Copyright Laws of the country, by which an author, an artist or a musician, has the exclusive right, granted by law, for a certain number of years, to make and dispose copies of a literary, musical or artistic work. These laws proved for the government to receive a few copies of print and non-print materials which are usually deposited with the National few. Such legal privileges are also obtained for the National Library of a country by special laws enacted for the purpose, e.g.; the Delivery if Books and, Newspapers (Public Libraries) Act of the Government of India. National libraries that enjoy this privilege are also known as Copyright or Legal Deposit Libraries.

The UNESCO defines Libraries which, irrespective of their title, are responsible for:

- Acquiring and conserving copies of all significant publications published in the country;
- Functioning as a 'depository' library, whether by law or under other arrangements.

And performs the following functions also:

### Notes

- producing a national bibliography;
- holding and keeping up to date a large and representative collection of foreign literature, including books about the country;
- acting as a national bibliographical information centre;
- compiling union catalogues;
- publishing the retrospective national bibliography.

This definition states that libraries which may be called 'national' but whose functions do not correspond to the above definitions should not be placed in the 'national libraries' category.

A more comprehensive definition of a National Library was attempted by UNESCO, at its 16th Session of the General Conference held in 1970, when UNESCO made "Recommendations Concerning International Standardisation of Library Statistics".

The following definition of the National Library occurs in this document:

*"Libraries which, irrespective of the titles, are responsible for acquiring and conserving copies of all significant publications published in the country and functioning as a deposit library either by law or under other arrangements. They will also normally perform some of the following functions produce a national bibliography, hold and keep up-to-date a large representative collection of foreign literature, including books about the country; act as a national bibliographical information centre; compile union catalogues and publish retrospective bibliographies.."*

This definition is quite comprehensive and covers seven of the most important functions of a National Library.

The objects, functions and activities of a National Library have been a subject of discussion and debate in many forums in the last two decades. Although no conclusive definition has ever emerged, some consensus and practices have guided National Libraries that are developing in the third world countries.



Example: National Library of India–Kolkata,

British Library–London,

Library of Congress–Washington,

The Russian State Library–Moscow,

The Bibliotheque Nationale–Paris

## 9.1.2 Purpose of National Library

While discussing the overall objectives of National Central Library, Ranganathan emphasised that:

*"The National Central Library should be national in every sense of the word and not merely the symbolic representation of the library personality of the nation. It must be the channel through which all the library obligations of the nation to the international world are discharged. It should be national in the sense of learning the ultimate book bank of the nation capable of supplementing the library resources, of every locality, by being open for use by any citizen wherever he might live and whether in the present or in the future. It should also be national in the sense of having representative copies, of every reading and kindred material published within or on our country and by or on all the nationals of our country. It should also*

**Notes** *procure practically every reading material published anywhere in the world for which there is likely to be a reasonable demand from our people”.*

A National Library works with the following purpose:

1. It procures nation's all literary output under legal provision as well the foreign literature about that nation.
2. It works as a depository house for the said heritage by preserving it.
3. It disseminates information about the stored and procured literary wealth through different publications and services.
4. It works as a national referral and bibliographic exchange centre.
5. It coordinates with the other libraries in a country to develop a national library system.

### **9.1.3 Emergence of the National Library**

The early characteristics of these National Libraries were that they were the focal points of the nation in each country. They enjoyed the privilege of receiving a copy of every book published in the country. They had funds for buying foreign publications, space to house them and a staff to process them. They were located in the capital of the country. These libraries were built up to preserve, protect, conserve and perpetuate the nation's intellectual and cultural heritage. They were not particularly oriented towards providing public library service. The collection of these libraries was largely in arts, literature, philosophy, religion and one or two social sciences. Books on science and technology were still to come. These libraries were used by scholars in humanities and social sciences, who could spend a great amount of time in these libraries. With the advent of the 20th century, science and technology gained ascendancy. The researches of scientists like Newton, Roentgen, Pierre, Marie Curie and many others, opened flood gates of scientific research.

This ‘in turn’ resulted in an extensive output of scientific literature. Alongside these, there was also a similar spate of literature in other disciplines. National libraries found it increasingly difficult to acquire all important documents, leave alone processing and making them speedily available to users. However, the rapid growth and development of university and special libraries, which were more responsive to users, in a way, mitigated the problems of scholars and research scientists concerning access and use of books and other documents. These developments set governments, leaders of libraries and other intellectuals and scientists to review the objects and functions of the national library, particularly in relation to the problems and prospects of creating a library system for the country.



*Did u know?* Discussions and debates over these issues stimulated new thinking and a more precise and concrete definition of what a national library should be provided.

### **9.1.4 Types of National Libraries**

We have mentioned earlier that the activities of National Libraries have expanded considerably in recent decades. Consequently, several of these activities and functions are being shared, by a few National Libraries that have sprung up. However, these trends have not been identical in all countries. Historical traditions, socio-economic, scientific and technological developments have determined the nature of emerging National Libraries. National Libraries that have been operating in different countries may be grouped by

- functions

- subjects
- special groups served
- type of material collected
- sub-national serving a geographical area or a cultural group
- functional sharing.

Table 9.1 given below, shows the different types of National Libraries and the functions performed by them with examples.

Table 9.1: Types of National Libraries		
Types	Functions	Examples
Comprehensive	All Functions	National Library of Canada
By Functions	Lending	British Library Lending Division (Formerly National Lending Library for science and Technology)
By subject	Agriculture Medicine Science Scientific & Technical	National Agriculture Library USA National Medical Library, India National Science Library, India Technical Library USSR
By Special groups	Blind Legislators	National Library for the Blind, UK National Diet Library, Japan
Sub National serving a geographical area or culture group	Area/State/cultural group	National Library of Wales National Libraries of Serbia USSR National Library of Scotland
Sharing	Sharing functions	State and University of Aarhus, Denmark

## Self Assessment

State whether the following statements are true or false:

1. The concept of national libraries has developed in about three centuries back, mostly in industrially advanced countries of the East.
2. One of the unique privileges of a National Library of a country is to receive by law all print and non-print materials produced by the country.
3. National Libraries that have been operating in only one country.
4. National libraries found it increasingly difficult to acquire all important documents, leave alone processing and making them speedily available to users.
5. National libraries works as a national referral and bibliographic exchange centre.

## 9.2 Functions of National Library

Some basic functions performed by a national library are:

- It works as a national depository library for all literary work published in the country;
- It freely collects copies of all published material in the country under legal provision or by law;

- Notes**
- It also procures foreign publications about the country; and by the authors of Indian origin living abroad;
  - It compiles national bibliographies to disseminate information about literary output of the country;
  - It works as an apex body of the national library system and coordinates with other libraries in the country;
  - It develops and maintains different bibliographic data bases and works as a national bibliographic centre;
  - It also exchanges data and documents at national and international level;
  - It produces national union catalogues, current, retrospective and subject bibliographies;
  - It makes provision for practical training of library professionals;
  - It procures and preserves manuscripts;
  - It also keeps photocopy collection of available documents for national and international library lending;
  - It provides reading, lending, consulting facilities to researchers, writers and other users;
  - It works as a national referral centre of authentic information for all literary work of the country and responds to all national and international queries from individuals as well as from private and government organizations.

Apart from the above functions, we may give a fairly exhaustive list of the functions of a National Library.

1. ***Functions Relating to Collection Development and Conservation:*** Two important and exclusive features that distinguish a national library from other types of libraries are:
  - ❖ Its comprehensive collection of not only national outputs but also of documents published outside the country that are about the nation;
  - ❖ The responsibility of preserving these documents for prosperity.

These two functions are unique to national libraries. These functions are spelled out below:

- ❖ To serve as a central and comprehensive collection of national output, acquired through legal deposits, gifts or exchange;
- ❖ To acquire and maintain documents about the country or its people or activities, published outside the country by any national or in any language or form;
- ❖ To collect and preserve select manuscripts and such other archival records of national relevance and importance;
- ❖ To collect foreign documents for which there may be demand from the people of the country;
- ❖ To collect and preserve specialised materials such as books for the blind, dramatic compositions, engravings, medals, music compositions, cinematic films, photographs, sound recordings, etc., if these materials are not being collected by other agencies;
- ❖ In sum, conserving the national intellectual and cultural heritage for the benefit of the future.

2. **Disseminating Functions:** The information on books, periodicals and other materials collected may have to be disseminated through:

Notes

- ❖ catalogues in printed, microforms and machine readable forms.
- ❖ compilation of retrospective or current bibliographies on various subjects in anticipation of or on request. Retrospective bibliographies include past publications over a period of time, while current ones confine only to current publications. Current bibliographies are usually compiled on request from scholars and institutions on current topics, most of which may be short and selective.



*Example:* The compilation and publication of Bibliography on Ideology of the National Library of India is a continuing project, in which four volumes have been published, viz., Indian anthropology, Indian botany (2 volumes), and Bengali language and literature.

- ❖ Index to currently published journals literature appearing in research and/or scholarly periodicals; if no other institution or agency compiles and publishes indexes to current scholarly or research journals, National libraries, may undertake this responsibility.
- ❖ Preparation and production of abstracts of current literature on subjects of national interest. The Indian Science Abstracts, a record of current literature in Indian science, prepared from the journals and other documents received by the National Science Library, is being brought out by the Indian National Scientific Documentation Centre.

3. **National Bibliographies:** Preparation and production of national bibliographies of books and periodicals and other non-print materials, in printed and/or microforms and machine readable forms is other formation of the National library. By products of these may be directories of publishers, authors of repute with their addresses and current statistics relating to production of books and other documents.

Examples of national libraries, performing this function are:

The Indian National Bibliography published by the Central Reference Library (National Library Campus, Calcutta), and the British National Bibliography, brought out by the British Library.

4. **Readers' Services:** Following services are given to the readers:

- ❖ Providing facilities for reading, consulting, etc., on the premises, including research alcoves/rooms for serious readers such as researchers; scholars and writers;
- ❖ Offering reference, bibliographic and information services;
- ❖ Providing inter-library lending and serving as a national and international, inter-library loan centres;
- ❖ Providing photocopying services, including the preparation of slides, overhead transparencies and other facilities to scholars, researchers and others;
- ❖ Offering specialised services to government; business and industry such as answering technical enquiries from business and industry, preparation of special lists/bibliographies on specific topics on request from Government Departments; and
- ❖ Serve as a referral centre, which assists users to locate any source of information through specialised directories and guides.



*Task* State the broad-groups under which the objects and functions of a national library can be considered. List also the activities of any one of them.

**Notes**

**Self Assessment**

Fill in the blanks:

6. .... bibliographies include past publications over a period of time, while current ones confine only to current publications.
7. .... bibliographies are usually compiled on request from scholars and institutions on current topics, most of which may be short and selective.
8. Preparation and production of national bibliographies of books and periodicals and other non-print materials, in printed and/or microforms and machine readable forms is other formation of the ..... library.
9. The Indian Science Abstracts, a record of current literature in Indian science, prepared from the journals and other documents received by the National Science Library, is being brought out by the .....
10. National library procures and preserves .....

### **9.3 Descriptive Account of a Few National Libraries**

A library which performs the functions and activities mentioned in the earlier section of this unit will necessarily have to be at the centre of the nation's bibliographical activities. Against this background, profiles of the national libraries of India, the United States of America and United Kingdom are given below:

#### **9.3.1 National Library of India**

The Constitution of India provides for the establishment of a National Library under article 62 of the VII Schedule of the Union List, and declared it as an institution of National importance.

##### **Historical Background**

Libraries existed ever since mankind started keeping records of events, activities and achievements, although they were not necessarily the same as we conceive them today.

##### ***First Phase (1835-1903): Calcutta Public Library***

Calcutta Public Library was established in 1836. It was not a Government institution. It ran on a proprietary basis. Any subscriber paying ₹ 300 at one time or in three instalments was considered a proprietor. Poor students and others were allowed to use the library free of charge for a specified period of time. The then Governor General, Lord Metcalf transferred 4,675 volumes from the library of the College of Fort William to the Calcutta Public Library. These volumes and donations of books from individuals formed the nucleus of the library. Dwarkanath Tagore was the first proprietor of Calcutta Public Library.



*Notes* Both Indian and foreign books, especially from Britain, were purchased for the library. In the report of 1850, we find that the library has started collecting books in Gujarati, Marathi, Pali, Simhalese and Punjabi. Donations were regularly received from individuals and from the Government of Bengal and North Western Provinces.

Calcutta Public Library had a unique position as the first public library in this part of the country. Such a tidy and efficiently run library was rare even in Europe during the first half of the 19th century. Thanks to the efforts of the proprietors of Calcutta Public Library, the National Library has many rare books and journals in its collection.

### Notes

#### ***Second Phase (1903-1947): The Imperial Library***

In 1899, when Lord Curzon, the then Viceroy and Governor General of India; visited the Library, he found it in a miserable condition. Lord Curzon, who was interested in art and learning, immediately swung into action. He bought the rights of the Library from the proprietors. He later merged this Library with the Official Imperial Library consisting of government departmental libraries and the eminent of the East India Company Library. With this nucleus, Lord Curzon declared open the new Imperial Library of India on 30th January 1903 in the Metcalf Hall. John Macfarlane of the British Museum was invited to look after the new Imperial Library, as its first librarian.

In 1928, the Government of India appointed a Committee under the Chairmanship of Mr. J. A. Richey, to suggest measures for reorganising the administration of the Library. This Committee recommended among other things, that the Imperial Library should be declared as a copyright depository Library. This recommendation was followed up by the successive librarians, Mr. Chapman and Khan Bahadur K. M. Asadullah; to secure for the Imperial Library, the privilege of copyright deposit. But their efforts were not realised until the enactment of the Delivery of Books (Public Libraries) Act, 1954.

While the Calcutta Public Library had Peary Chanda Mitra and Bipin Chandra Pal as librarians, the Imperial Library also had a galaxy of great librarians as for example, Harinath De, a scholar and linguist, John Alexander Chapman, K M Asadullah, a good organiser and administrator, who had the credit of starting library training courses in 1935 in the Imperial Library, Calcutta.

#### ***Third Phase (1948-1947): The National Library of India***

With the dawn of freedom, the founding fathers of the new nation transformed the former Imperial Library into the new National Library of India in 1948. One of the most pressing needs of the Library was additional space. This problem was solved by a magnanimous gesture which the then Governor-General of India, Shri C. Rajagopalachari, made by offering the Viceroy's Palace in Calcutta, namely, the Belvedere Palace, with its sprawling, lush green lawns, for housing the new National Library. Shri S. Kesavan, a man of vision, enthusiasm and administrative skill, was appointed the first Librarian of the new National Library. The imperial institution was transformed into a temple of knowledge of free India. The new National Library was declared open to the nation by the then Union Minister for Education, Maulana Abul Kalam Azad on 1st February 1953, in connection with the golden Jubilee celebrations of the library.

#### **Organisation and Management**

The National Library became a department of the Ministry of Human Resource Development. The Director is the head of the Institution, assisted by two professional librarians. There are deputy and assistant librarians to look after the technical and professional work of the library. Two administrative officers assist the director in administrative matters.

The Library is organised on a functional basis. The technical and professional functions operate under two main divisions viz., Professional and Conservation. The professional divisions now 42 in number look after acquisition, processing, maintenance of reading materials and readers services. Divisions of reprography; preservation and laboratory functions come under the

**Notes**

conservation division. The administrative division is concerned with personnel, maintenance of building and garden, security, etc. Except for the Laboratory division which is headed by a chemist and the Reprography division under the joint supervision of an assistant librarian and a micro photographer, all the other technical divisions are headed by assistant librarians.



*Caution* The library is accommodated in four buildings, three of which are at the Belvedere Campus and the fourth at Esplanade, with a total carpet area of nearly 3,45,696 sq. ft.

**The Collection**

The National Library has a collection of nearly 22 lakhs of books and other materials (1996). The collection is built up through:

- Books received through the Delivery of Books and Newspapers Act
- Purchase
- Gifts
- Exchange
- Depository privileges

The majority of books are in English and in the Indian languages and the rest in a few foreign languages. The broad categories of publications acquired through purchase are as following:

- Books and journals on India, in any language, published anywhere in the world.
- Indian publications, published before 1954, and not available in the library.
- Books by Indian authors, published abroad.
- Standard reference works.
- Books on library, documentation and information sciences; science and technology (general histories, reference works); education, agriculture, planning and development; standard works on history, geography, sociology, etc.; Biographies of eminent personalities of the world; rare and out-of-print books in microforms; foreign language books as far as the budget permits.

The National Library has some notable gift collections which have enriched its holdings considerably. Some of the outstanding gifts have been the collections of Sir Asutosh Mukherji (76,000 books), Ramdas Sen, Barid Baran, Jadunath Sarkar, Dr. S. N. Sen, Prof. Vaiyapuri Pillai and the archival papers of Sir Tej Bahadur Sapru. The pride of place in these gifts goes to Sir Asutosh collection which covers the whole gamut of subjects in the humanities and in the sciences as far as knowledge extended up to the early decades of the 20th century.



*Did u know?* The National Library has exchange relations with 170 institutions in 56 countries all over the world, and with a number of institutions within the country. Through this method of collection building, the National Library has enriched its collection by the acquisition of valuable foreign documents, not normally available through trade channels and Indian publications not obtained through the Delivery of Books and Newspapers (Public Libraries) Act, 1954.

The library, being a repository for United Nations documents and its agencies, has built up a rich collection of UN Publications. Besides the UN publications, The publication of the following

agencies and governments are deposited in the National Library, according to agreements made with the Government of India.

### Notes

- American Government documents
- British Government documents (against purchase)
- Canadian Government documents
- European Economic Community and other colonial Government publications.

### Processing

The library's cataloguing system follows the Anglo-American Cataloguing Rules (AACR-2), the Rules for Descriptive Cataloguing of the Library of Congress, for uniformity and consistency in subject headings; the Subject Headings used in the Dictionary Catalogue of the Library of Congress, 8th edition is followed.

The books are classified according to the Dewey Decimal Classification (DCC). The four editions of DDC i.e. 16th to 19th have been used for this purpose.

The library catalogue is both in the card and printed forms. The card catalogue is in the dictionary form for English language publications, arranged in two sequences, author and subject.



*Did u know?* The printed catalogue of the library is available in 10 volumes which is the alphabetical author catalogue, covering authors' names beginning with the letters A and S.

### Reader's Services

The National Library extends its services through its various reading rooms, lending section, bibliography and reference divisions. Presently, the following services are offered:

- **Lending Services:** A peculiar feature of the National Library of India is that, except for rare books, gift collections, generally out-of-print publications, government and UN documents and serials, all other books are lent out for home reading. This function is rather peculiar to a National Library, as most National Libraries are for reference only and seldom offer lending services to individual users. However, for historical reasons, the National Library, of India, has continued its lending facilities to the members of the library in and out of Calcutta. On an average 250 books are issued every day.
- **Inter library loan service** is offered to members and institutions with the cooperation of other libraries, both at the national and international levels. This service obtains loan of books from Russian State Library, Moscow, the British Library, U.K., and libraries in Australia, Hungary, Denmark, Sweden and a few other countries.
- **Reading Rooms:** Apart from its main reading room which accommodates 320 readers at a time, the National Library maintains ten reading rooms for using different specialised materials. The main reading room stocks a very selective and open shelf collection of about 10,000 volumes of general reference books and books for basic study and reference on specific fields of knowledge.
- **Bibliography and Reference Service:** The Bibliography Division of the National Library was established in 1951 with an aim to function as an active agent to disseminate knowledge and information in an organised and effective manner. This service is offered in response to requests from scholars, researchers and writers for a bibliography on a specific topic,

**Notes**

without any charge for the service. These bibliographies are usually short and selective. Occasionally extensive and exhaustive bibliographies are also compiled in collaboration with other institutions. List of translations and list of bibliographies published in India are compiled and sent to the UNESCO for inclusion in the INDEX TRANSLATIONUM.



*Notes* The Indian National Bibliography, a monthly record of Indian Books, is compiled and published by the Central Reference Library (located in the premises of the National Library) on the basis of publications received by the National Library under the Delivery of Books and Newspapers (Public Libraries) Act. Reference service is offered to persons who visit the library in person as well as to those who make enquiries through telephone or post. This service ranges from identifying a publication for a reader to answering fact finding questions or handling complex questions of subject oriented or technical nature, involving prolonged search through a number of documents and occasionally consultation with experts.

- ***Reprography Service:*** With the installation of Plain Paper Copiers at the main and other reading rooms, facilities are provided for obtaining copies of journal articles, small technical reports, etc., at nominal rates to scholars and research workers. An in-house printing unit is operating for printing small documents for limited circulation.

### **9.3.2 Library of Congress (LC)**

The Library of Congress, Washington, D.C. which is at present considered as the national library of the United States of America, was originally created to serve the U.S. Congress. It was established in 1800 with a small collection, but grew steadily. By the Copyright Law of 1870; the Library acquired the status of a depository library, getting the privilege of free delivery of two copies of printed books, charts; dramatic or musical compositions, engravings, prints or photographs, etc. Today the Library ranks as one of the largest national libraries of its kind and occupies an eminent place in the world of scholarship and learning. We give below a few glimpses of this great Library. An idea of the size, magnitude and range of LC's collection and services can be had from the following facts:

- LC is the largest centre for information storage in the world, having 20 million volumes, books representing only one-fourth of its collection; the other 59 millions of stored data are on sound records, motion picture reels, and computer tapes or in the form of manuscripts, maps, prints and photographs. Less than one-fourth of its collection is in English;
- It operates with a staff of about 4800, comprising professional librarians, highly trained personnel such as musicians, lawyers, chemists, computer specialists, scientists and technologists, braille specialists, etc.
- It is housed in three enormous buildings with three different architectural styles; covers a total area of over 71 acres; 3,000 readers can sit at a time in its several reading rooms; and
- It offers services to a variety of specialist groups such as Congressmen, legal community, scholars and academicians, performing artists, blind and handicapped, library and information community.

Ten million pieces of material are handled every year, twenty seven thousand every day.

### 9.3.3 British Library

### Notes

The British Library is the national library of the United Kingdom. It is more than just a library. It has the world's leading resources for scholarship, research and innovation, with incomparable collection, and expertise of staff. It occupies a central position in the library and information network of UK. It reflects the intellectual, cultural and socio-economic life of the country. The library aims to serve scholarship, research and development, industry, commerce and all other major users of information. Its services are based on the wealth of materials collected by the British Library System.

#### Objectives

The British Library was created with an aim to provide the best possible central library services for the country. The objectives of the British Library:

- Preserving and making available for reference at least one copy of every, book and periodical of domestic origin and of as many overseas publications as possible. The aim will be to provide as comprehensive a reference service as possible. If a reader cannot get what he wants near at hand, he will know he can find it in the British Library.
- Providing an efficient central lending and photocopying service in support of other libraries and information systems of the country; and
- Providing central cataloguing and other bibliographic services related not only to the needs of the central libraries but to those of libraries and information centres throughout the country, in close cooperation with central libraries overseas.

#### Functions

To achieve these objectives, the British Library Act specifies the functions of the British Library. In short, the functions are as follows:

- The British Library shall constitute a comprehensive collection of books, manuscripts, periodicals; films and the recorded matter, whether printed or otherwise;
- The library shall act as a National Centre for reference, study and bibliographical and other information services in relation to scientific and technological matters and to the humanities; and
- The services of the Library shall be available in particular to institution of education and learning, other libraries and industry.

#### Self Assessment

State whether the following statements are true or false:

11. Calcutta Public Library was established in 1846.
12. The National Library became a department of the Ministry of Human Resource Development.
13. The Library is organised on a functional basis.
14. The majority of books are in foreign languages.
15. The British Library is the national library of the United Kingdom.

**Notes**



*Case Study*

### **The National Library of India must Act Fast**

**T**he National Library (NL) in Kolkata is now in a state of flux and rudderless. It is true the Library is visited daily by a large number of local readers and academics together with a handful of outstation research scholars. Many of the local young readers are using this as a library of first call. The rich and varied collection of the Library is the mainstay of most academic pursuits in Kolkata. In the interest of social inclusion, the Library follows a simple admission procedure. The continuous down-hill slide over the last sixty years cannot be stopped as no one is there to hold the rein and infuse required impetus and directions so as to put it on the galloping mode with strong determination of making it to act as the hub of the nation's library and information services and systems.

To set the recovery process on, one has to go into the roots to identify the causes of this poor state of the Library. It would be unfair to point a finger only towards the Department of Culture for their inconsistent policy guidelines and slow implementation machinery, nor the staff associations of the National Library for their involvement by overstepping in management issues with socio-political twist. The other party directly associated with the Library is the senior management who also must share the responsibilities for bring the NL to its present state. At the same time, one must not ignore the mute role of the library professional organisations and users groups of the library, who by acting as lobbyists with some support from the media, could have kept a watchful eye and bring moral pressure on all the stakeholders. If we look at the management structure of any developed country, having an effective national library system, one cannot miss the point of noticing their national library has acquired the recognition of being the apex body for national knowledge storage and handling systems and a guiding factor for all research and developmental activities related to library and information services.

Sadly enough this is not what our library professional think tank is considering for India's National Library. The National Library is the weakest link within Indian library systems. The most recent thoughts on Indian library and information services are being reflected in the ten Recommendations of the National Knowledge Commission (2006) which presented a programme of actions with 2020 as the projected target schedule for achieving the goals. Its Working Group on Libraries (NKC-WGL) did not focus on the role of the National Library, in the proposed library network development. For some reasons, best known to the Group, it avoided dealing with the National Library exclusively. There have been many national and international conferences and seminars held over the last few decades, organised by the National Library and by other organizations on topics closely relevant to it. Follow-up actions, if any, on the long list of resolutions or recommendations adopted in these academic forums. Though have not been checked. Only very recently the Library organized a National Conference on the National Library 2, (NACONAL, 2006) and brought out a voluminous publication of the papers presented at the conference. This publication and the NKC-WGL recommendations give us some idea of the trends of thoughts of the library professionals. The National Library and the Indian library professionals individuals and groups – must act together to pursue the policy makers for implementation of many of these recommendations within a reasonable time schedule.

Rajiv Gandhi, former Prime Minister while laying the foundation stone in 1989 of Bhasa Bhavan, the latest building complex added to the National Library [of India], expressed his desire to see the National Library at par with other national libraries of the world, keeping in view of its massive information flow, its storage and retrieval. Dr Manmohan

*Contd....*

Singh, Prime Minister of India declared the formation of National Knowledge Commission at the CII Partnership Summit, 2005 at the National Library campus on 12th January 2005. He emphasised that the National Knowledge Commission would be a catalyst in setting ambitious knowledge targets and enabling agencies to attain them. The first of the five specific agenda items he stressed was, to increase access to knowledge for public benefit. It is nearly three years since the Chairman of NKC submitted a set of ten specific recommendations to the Prime Minister on 7th December 2006, to act upon for the up-gradation of library and information services. On 8th October 2004. Bhasa Bhavan was declared open to the public by the then Minister of Culture. This additional space of over 40,000 sq. meters is surely of great help to the Library to widen its activities by providing more shelf space to house its valuable reading materials and some additional reading space for the users, in a more comfortable air-conditioned environment. But over the last few years all its developmental and modernization activities have come to a standstill due to critical shortage of staff at every level. About 50% of the posts are lying vacant due to superannuation and other reasons, but there is no new move by the government to fill up these vacancies. The post of Director is not filled up for over a year now. An acting Director is dealing with the routine matters by sharing his time between his parent organization and the National Library. This critical staff situation of the National Library is not known to many people in rest of India. There were of course a few protest marches with banners and loudspeakers on roads of Kolkata, a few editorial comments in a few locally published library professional journals which failed to create any ripple within the Ministry of Culture.

National print and electronic media, have little time and space to cover the activities of this cultural centre of both historical and national importance. Indian cinema and television, both documentary and entertainment channels have totally neglected the world of books and libraries. It is also perhaps right to point a finger at the library and information professional organizations whose primarole is to act as a watch dog but consistently failed to take up these national issues seriously with the bureaucratic and political decision making process at the national level. One must also bring out the present crisis faced by another library – the Central Secretariat Library, New Delhi (CSL), the second largest library under the direct control of the same Ministry. CSL is also over 100 years old that holds another valuable collection of research materials. This library has lost nearly half of its sanctioned professional staff over the last ten years. No attempt has been made so far to fill up these vacancies and the library is being asked to ‘carry on’ by hiring a few short-term trainees with fresh LIS background, at regular interval. Now with the recently introduced strict security regulations, CSL has lost most of the regular readers and research scholars who are ‘not central government employees’.

The Ministry has to seriously consider moving this Library out of the Shastri Bhavan complex. Perhaps it would be better still, if this library is merged with another local reference library whose collection and users group would ideally complement each other. The recently published volume containing papers presented at the NACONAL 2006 by the National Library, listed a few papers worth serious follow up actions particularly by the Library management and professional organizations. There is however, some move by the Ministry of Culture by organizing a meeting of the stakeholders on 8th February 2009 with the purpose of setting up the National Mission for Libraries (NML), as recommended by NKC. The minutes of the meeting are yet to be made public.

By organizing NACONAL, 2006, the Library attempted to obtain different viewpoints and suggestions, on its future course, from a large section of library professionals in the country, and to have close interactions with them, is surely a positive move. To supplement

### Notes

*Contd....*

**Notes**

this, the Library must look at the large amount of documentation available on web sites of different national libraries of the world, followed by directly interacting with some of them on specific issues of mutual interest. This vast back up information resources will help the National Library to prepare a draft action plan, both on long (20 years) and short (3 years) term, indicating projected targets and goals to achieve under separate Heads of activities. It is true the Library is presently short of quality management personnel. The Board of Management of National Library must get a new Director at the earliest. The Board should also consider of hiring services of some recognised consultancy agency who could be asked to conduct a comprehensive survey of the Library users' groups, their pattern of use, what they want and their expectations of quality and level of services. This may sound unprecedented to many of us. Of late, several central government organizations are involving private professional groups and individuals for some specific services for their specialized management skills. Armed with this the Board may assign a group of management experts to prepare a blue print on 'New Policy and Planning' which needs to be widely circulated. If a strategy is needed for the National Library to meet the demands of the 21st century we must take some calculated drastic measures that will justify investment of resources provided by the taxpayers. Recently the British Library launched a major consultation with its user's i.e. new strategic directions for the British Library. There were over 5,000 responses, which largely endorsed the themes of working in collaboration and partnership, increasing the understanding of user's needs, widening access to collections and services and accelerating the Library's e-strategy. But to get a pan- India sample of 5,000 users for our National Library is a different matter altogether because very few outstation users visit or get any direct service from the National Library. There is a huge gap between what the National Library is expected, compared to its present coverage, and why no remedial action has been taken to reduce the gaps has never been questioned. Moreover, it is not that we are not aware of these shortcomings in services of the National Library as there are several government appointed committees' and commissions' reports spelt them out with suggestions for improvements.

It is perhaps because of this uncertainty the National Knowledge Commission, Working Group for Libraries avoided to identify the distinctive role of national library of India within Indian library and information systems and services. Question may also be raised by a few, why go for another report on the National Library? This is to be based on real life users' survey undertaken and conducted under direct supervision of the National Library; not imposed upon it by some 'eminent scholar/bureaucrat'. The most recent report on the National Library is of a high-powered committee headed by Prof. Satish Chandra (1994-95). The revised National Library Act of 19765 (not implemented) also included many significant modifications to improve its management. The most significant reason is that with the passage of time and pace at which information and communication technologies are influencing information storage, access and retrieval, The National Library must make the right moves after clearly defining its role and identifying the means to reach its goal. Rapid and significant developments are taking place in all three segments of librarianship over the last four decades – (i) Collection development of information resources, (ii) Customers services (including cataloguing, education, reference services and inter-library loans) and (iii) Management and marketing. The Library has to be active on all the fronts and needs a little push and encouragement from all of us.

**Questions**

1. Write down the case facts.
2. What do you infer from it?

*Source:* [http://nopr.niscair.res.in/bitstream/123456789/6572/1/ALIS%2056\(3\)%20169-174.pdf](http://nopr.niscair.res.in/bitstream/123456789/6572/1/ALIS%2056(3)%20169-174.pdf)

## **9.4 Summary**

### **Notes**

- National libraries have originated, grown and developed in the last two or three centuries.
- Almost all countries of the world today, have a national library, representing or reflecting their cultural, literary, socio-economic, scientific and technological advancements.
- A National Library keeps all documents of and about a nation under some legal provision and thus represents publications of and about the whole nation.
- The early characteristics of these National Libraries were that they were the focal points of the nation in each country.
- Historical traditions, socio-economic, scientific and technological developments have determined the nature of emerging National Libraries.
- Both Indian and foreign books, especially from Britain, were purchased for the library.
- The National Library became a department of the Ministry of Human Resource Development.
- The National Library has some notable gift collections which have enriched its holdings considerably.
- The National Library has exchange relations with 170 institutions in 56 countries all over the world, and with a number of institutions within the country.
- The National Library extends its services through its various reading rooms, lending section, bibliography and reference divisions.
- The Library of Congress, Washington, D.C. which is at present considered as the national library of the United States of America, was originally created to serve the U.S. Congress.
- The British Library is the national library of the United Kingdom.

## **9.5 Keywords**

**Bibliography:** A bibliography is a list of books, articles, and other sources you use when researching a topic and writing a paper.

**Current bibliographies:** Current bibliographies are usually compiled on request from scholars and institutions on current topics, most of which may be short and selective.

**Journals:** A journal is a scholarly publication containing articles written by researchers, professors and other experts.

**Manuscripts:** A manuscript is any document written by hand, as opposed to being printed or reproduced in some other way.

**Microforms:** Microforms are any forms, either films or paper, containing micro reproductions of documents for transmission, storage, reading, and printing.

**National Library:** A national library is a library specifically established by the government of a country to serve as the preeminent repository of information for that country.

**Publications:** Communication of a message, statement, or text through any means: audio, video, print, electronically as an e-book or on the web.

**Reader:** A person who reads or who is fond of reading.

**Retrospective bibliographies:** Retrospective bibliographies include past publications over a period of time, while current ones confine only to current publications.

**Notes** **Scholars:** A scholar is a learned person who knows a particular field of study very well; someone who has great knowledge and has extensive research in the field.

**Training:** Organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

## **9.6 Review Questions**

1. Define national library.
2. Discuss the purpose of national library.
3. Describe the emergence of the national library.
4. What are the types of national libraries?
5. Explain the functions relating to collection development and conservation.
6. What are the services given to readers in national libraries?
7. Discuss the historical background of national libraries.
8. Describe the collection of national libraries.
9. Write brief note on the Library of Congress (LC).
10. Elucidate the objectives and functions of British Library.

## **Answers: Self Assessment**

- |  |                  |
|--|------------------|
| 1. False   | 2. True          |
| 3. False   | 4. True          |
| 5. True  | 6. Retrospective |
| 7. Current   | 8. National      |
| 9. Indian National Scientific Documentation Centre |                  |
| 10. Manuscripts                                    | 11. False        |
| 12. True   | 13. True         |
| 14. False  | 15. True         |

## **9.7 Further Readings**



Budd, John (2001), *Knowledge and Knowing in Library and Information Science: A Philosophical Framework*, Scarecrow Press.

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*Online links*

[http://f3.hs-hannover.de/fileadmin/media/doc/f3/Aktivitaeten/international/singh\\_vortrag\\_08.pdf](http://f3.hs-hannover.de/fileadmin/media/doc/f3/Aktivitaeten/international/singh_vortrag_08.pdf)

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[http://www.kuk.ac.in/userfiles/file/distance\\_education/Year-2011-2012/B\\_Lib%20lecture%201.pdf](http://www.kuk.ac.in/userfiles/file/distance_education/Year-2011-2012/B_Lib%20lecture%201.pdf)

<http://www.nationallibrary.gov.in/>

[http://www.nationallibrary.gov.in/nat\\_lib\\_stat/history.html](http://www.nationallibrary.gov.in/nat_lib_stat/history.html)

## **Unit 10: Digital and Virtual Libraries**

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### **Objectives**

After studying this unit, you will be able to:

- Explain the concept of Digital Library
- Discuss the technical issues in Digital Library

- Describe various directories of Digital Library Resources
  - Discuss the concept of Virtual Library
  - Explain the Virtual Library Environment
  - Describe the Virtual Library and Lifelong Learning aspects
- Notes

## **Introduction**

In the previous unit, we dealt with the concept, functions and descriptive Account of a Few National Libraries. The idea of easy, finger-tip access to information, what we conceptualize as digital libraries today began with Vannenar Bush's Memex machine (Bush, 1945); and have continued to evolve with each advance in information technology. With the arrival of computers, the concept centred on large bibliographic databases, the now familiar online retrieval and public access systems that are part of any contemporary library. When computers were connected into large networks forming the Internet, the concept evolved again, and research turned to creating libraries of digital information that could be accessed by anyone from anywhere in the world. The Virtual Library was first conceived and run by Tim Berners-Lee, and later expanded, organised and managed for several years by Arthur Secret, before it became a formally established association with Gerard Manning as its Council's first chairman. The late Bertrand Ibrahim was a key contributor to the pre-association phase of the Virtual Library's development, and then served as its Secretary until his untimely death in 2001 at the age of 46. Phrases like "virtual library", "electronic library", "library without walls" and most recently, "digital library," all have been used interchangeably to describe this broad concept. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the concept, technical issues and various directories of Digital Library along with the concept of Virtual Library, Virtual Library Environment and its Lifelong Learning aspects.

### **10.1 Concept of Digital Library**

The term "digital library" is the most recent in a long series of names for a concept that has been written about nearly as long as the development of the first computer: a computerized "library" that would supplement, adds functionality, and even replaces traditional libraries. Vannevar Bush (1945) wrote about the "memex," which is often cited as stimulating much of the early application of computers to information retrieval. Although the memex was a mechanical device based on microfilm technology, it anticipated the idea of hypertext. Library automation began in the early 1950s with punched card applications to library technical services operations. Licklider (1965) coined the phrase "library of the future" to refer to his vision of a fully computer-based library, and ten years later, F.W. Lancaster (1978) wrote of the soon-to-come "paperless library." About the same time Ted Nelson (1974) invented and named hypertext and hyperspace. He also analysed some of the problems to be identified in some detail, but was never able to build an operational system. Closer to the present, other terms such as "electronic library", "virtual library", "library without walls", "bionic library" and others have been used. Karen Drabenstott (1993) has produced an excellent analytical survey of this and related literatures.

The relatively recent use of the term "digital library" resulted from the Digital Libraries Initiative funded by the National Science Foundation, the Advanced Research Projects Agency, and the National Aeronautics and Space Administration in the United States. In 1994, these agencies granted 24.4 million dollars to six U.S. universities for digital library research, impelled by the sudden explosive growth of the Internet and the development of graphical Web browsers (Pool, 1994). The term was quickly adopted by computer scientists, librarians, and others. Thus, while the term "digital library" is new, work in bringing digitized information resources to libraries has a history spanning several decades. Much can be learned from librarians and information

**Notes**

scientists who participated in these projects, many of whom had considerable experience with library automation and information retrieval long before there was an Internet.

There is little discussion and less agreement in the literature about what constitutes a digital library. Especially thoughtful treatments of this subject are by Miksa and Doty (1994) and Levy and Marshall (1994). One may insist on a relatively narrow definition based explicitly on the properties of the traditional print library or consider a continuum of broader possibilities. The most inclusive view takes a digital library to be, as its starting point, essentially what the Internet is today. But from this extreme perspective the metaphor of the traditional library fails in several respects.

### **10.1.1 Characteristics of a Digital Library**

Cleveland (1998) describes some characteristics of digital libraries that have been gleaned from various discussions about digital libraries (DLs), both online and in print:

- DLs are the digital face of traditional libraries that include both digital collections and traditional, fixed media collections. So they encompass both electronic and paper materials.
- DLs will also include digital materials that exist outside the physical and administrative bounds of any one digital library.
- DLs will include all the processes and services that are the backbone and nervous system of libraries. However, such traditional processes, though forming the basis digital library work, will have to be revised and enhanced to accommodate the differences between new digital media and traditional fixed media.
- DLs ideally provide a coherent view of all of the information contained within a library, no matter its form or format.
- DLs will serve particular communities or constituencies, as traditional libraries do now, though those communities may be widely dispersed throughout the network.
- DLs will require both the skills of librarians and well as those of computer scientists to be viable.

### **10.1.2 Properties of a Digital Library**

Table 10.1 describes essential properties of a digital library ranging from quite traditional to extremely broad views. A digital library contains digital representations of the objects found in it. A quite recent understanding of “digital library” probably also assumes that it will be accessible via the Internet, though not necessarily to everyone. But the idea of digitization is perhaps the only characteristic of a digital library on which there is universal agreement.

Beyond the idea of digitization, a digital library is a library. Or is it? What makes a library a library? Do we really want the digital libraries we are building to be libraries? What are the essential features of a “library”? The first column of Table 10.1 summarizes essential characteristics of a traditional library. Each of these properties can be considered from the point of view of a digital library. The extent to which each property is incorporated defines that digital library. For example, a digital library may be organized by human specialists (indexed, classified, catalogued) or it may be entirely unorganized, using free text searching for providing some or all access to the objects in the library. A digital library also has properties that traditional libraries do not; these are not discussed here.

The traditional library has a physical location, embodied in its physical building. Most of the objects in a traditional library are information resources of some kind, depending on the type of library. In some traditional libraries, recreational materials are also included. The works in the

**Notes**

traditional library are also selected. Criteria for the selection process are defined, and these criteria typically include measures of quality. The objects (information sources) in it are organized — classified, catalogued, and indexed by human beings, in what are called value-added processes. Authority control is a key feature, in which names of authors, variants of works (editions), and subject headings or descriptors are all controlled. The concept of authorship and ownership are extremely important in a traditional library, in which various forms of an author's name are brought together in a name authority file.

**Table 10.1: Properties of a Digital Library**

NARROW VIEW (based on traditional library)	BROADER VIEW(a middle position between the extremes)	BROADEST VIEW (loosely based on current Internet)
objects are information resources	most of the objects are information resources	objects can be anything at all
objects are selected on the basis of quality	some of the objects are selected on the basis of quality	no quality control, no entry barriers
objects are located in a physical place	objects are located in a logical place (may be distributed)	objects are not located in a physical or logical place
objects are organized		no organization
objects are subjected to authority control	some aspects of authority control are present	no authority control
objects are fixed (do not change)	objects change in a standardized way	objects are fluid (can change and mutate at any time)
objects are permanent (do not disappear)	disappearance of objects is controlled	objects are transient(can disappear at any time)
authorship is an important concept	concept of author is weakened	no concept of author
access to objects is limited to specific classes of users	access to some objects is limited to specific classes of users	access to everything by everyone
services such as reference assistance are offered		the only services are those performed by computer software (AI)
human specialists (called librarians, etc.) can be found		there are no librarians
there exist well-defined user groups	some classes of objects have associated user groups	there are no defined user groups (or, alternatively,infinitely many of them)

The importance of authorship and ownership in the traditional library reflects the importance of these ideas in traditional scholarly communication, where scholars and scientists cite in reference lists the authors and works from which they have borrowed ideas, words, or facts. This is how intellectual debts are paid, and how original authorship is acknowledged. Ownership of intellectual property is central to publishing and scholarship; plagiarism — stealing the words of others without attribution — is considered to be unethical in scholarly writing and science.



*Did u know?* Formal legal rights of ownership are defined by national and international copyright law.

The objects in a traditional library have certain properties as well. Firstly, they are fixed — they do not normally change, or if they do, various editions are identified and considered to be different from one another. Objects are also permanent — they do not normally disappear from a collection. Finally, a variety of services are offered by librarians who work in the traditional library. These include help with searching information resources, reference and research services, readers' advisory services, and others. A traditional library typically offers only limited access to materials and services; access is restricted to certain classes of potential users.

### 10.1.3 Benefits of Digital Library

The benefits of digital libraries are as follows:

- Digital library provides a starting point for all research.
- State and federal requirements are to provide adequate and appropriate educational opportunities for all students.
- The digital library is ideal in support of students receiving their schooling using distance learning education.

- Notes**
- Provide excellent opportunities for a broad range of patrons to find appropriate research materials all in one place.
  - The access to information is not dependent on the patron being in one location.
  - Digital library need not be dependent on each user having a particular type of computer or even a computer at all.
  - Digital libraries can be customized so user can have access to what they want and need to use.
  - The librarian is in full control of the selection of materials for the digital library.

### **Self Assessment**

State whether the following statements are true or false:

1. DLs are the digital face of traditional libraries that include only digital collections.
2. The traditional library has a physical location, embodied in its physical building.
3. Digital library does not provide a starting point for all research.

## **10.2 Technical Issues in Digital Library**

In this section, we will discuss about the technical issues that underlies any digital library system. Libraries will need to enhance and upgrade current technical architectures to accommodate digital materials. The architecture will include components such as:

- high-speed local networks and fast connections to the Internet
- relational databases that support a variety of digital formats
- full text search engines to index and provide access to resources
- a variety of servers, such as Web servers and FTP servers
- electronic document management functions that will aid in the overall management of digital resources

One important thing to point out about technical architectures for digital libraries is that they won't be monolithic systems like the turn-key, single box OPAC's with which librarians are most familiar. Instead, they will be a collection of disparate systems and resources connected through a network, and integrated within one interface, most likely a Web interface or one of its descendants. For example, the resources supported by the architecture could include:

- bibliographic databases that point to both paper and digital materials
- indexes and finding tools
- collections of pointers to Internet resources
- directories
- primary materials in various digital formats
- photographs
- numerical data sets and
- electronic journals

Though these resources may reside on different systems and in different databases, they would appear as though there were one single system to the users of a particular community.

**Notes**

Within a coordinated digital library scheme, some common standards will be needed to allow digital libraries to interoperate and share resources. The problem, however, is that across multiple digital libraries, there is a wide diversity of different data structures, search engines, interfaces, controlled vocabularies, document formats, and so on. Because of this diversity, federating all digital libraries nationally or internationally would be an impossible effort. Thus, the first task would be to find sound reasons for federating particular digital libraries into one system. Narrowing the field in such a manner would reduce the technical and political hurdles required to establish common practices. Further, because of the often uncertain futures of both de jure and de facto standards over time, what those standards are is unclear.

### 10.2.1 Metadata

Metadata is another issue central to the development of digital libraries. Metadata is the data which describes the content and attributes of any particular item in a digital library. It is a concept familiar to librarians because it is one of the primary things that librarians do—they create cataloguing records that describe documents. Metadata is important in digital libraries because it is the key to resource discovery and use of any document. Anyone who has used Alta Vista, Excite, or any of the other search engines on the Internet knows that simple full-text searches don't scale in a large network. One can get thousands of hits, but most of them will be irrelevant. While there are formal library standards for metadata, namely AACR, such records are very time-consuming to create and require specially trained personnel. Human cataloguing, though superior, is just too labour-extensive for the already large and rapidly expanding information environment. Thus, simpler schemes for metadata are being proposed as solutions.

While they are still in their infancy, a number of schemes have emerged, the most prominent of which is the Dublin Core, an effort to try and determine the “core” elements needed to describe materials. The first workshop took place at OCLC headquarters in Dublin, Ohio, hence the name “Dublin Core.” The Dublin Core workshops defined a set of fifteen metadata elements—much simpler than those used in traditional library cataloguing. They were designed to be simple enough to be used authors, but at the same time, descriptive enough to be useful in resource discovery.



*Caution* The lack of common metadata standards—ideally, defined for use in some specified context—is yet another barrier to information access and use in a digital library, or in a coordinated digital library scheme.

### 10.2.2 Naming, Identifiers and Persistence

This issue is related to metadata. It is the problem of naming in a digital library. Names are strings that uniquely identify digital objects and are part of any document's metadata. Names are as important in a digital library as an ISBN number is in a traditional library. They are needed to uniquely identify digital objects for purposes such as:

- citations
- information retrieval
- to make links among objects
- for the purposes of managing copyright

Any system of naming that is developed must be permanent, lasting indefinitely. This means, among other things, that the name can't be bound up with a specific location. The unique name and its location must be separate. This is very much unlike URLs, the current method for

**Notes**

identifying objects on the Internet. URL's confound in one string several items that should be separate. They include the method by which a document is accessed (e.g., HTTP), a machine name and document path (its location), and a document file name which may or may not be unique (e.g., how many index.html files do you have on your Web site?). URLs are very bad names because whenever a file is moved, the document is often lost entirely.

A global scheme of unique identifiers is required; one that has persistence beyond the life of the originating organization and that is not tied to specific locations or processes. These names must remain valid whenever documents are moved from one location to another, or are migrated from one storage medium to another.

Three examples of schemes proposed to get around the problem of persistent naming are PURLs, URNs, and Digital Object Identifiers.

- **PURLs:** PURLs are persistent URLs. They are a scheme developed by OCLC in an attempt to separate a document name from its location and therefore increase the probability that it will always be found. PURLs work through a mapping of a unique, never-changing PURL to an actual URL. If a document moves, the URL is updated, but the PURL stays the same. In operation, a user requests a document through a PURL, a PURL server looks up the corresponding URL in a database, and then the URL is used to pass the document to the user. Because PURLs also confound a name with an access method, like URLs, they are not true
- **Uniform Resource Name (URN):** URNs are a development of the Internet Engineering Task Force (IETF). A URN is not a naming scheme in itself, but a framework for defining identifiers (Lynch, 1998). They contain a naming authority identifier (a central authority given the task of assigning identifiers) and an object identifier (assigned by the central authority). Like PURLs, URNs must be resolved, through a database or other such system, into actual URLs. Unlike PURLs, however, a URN can be resolved into more than one URL, such as one for each of several different formats. There is currently no working URN system.
- **Digital Object Identifier (DOI) System:** DOI is an initiative by the Association of American Publishers and the (American) Corporation for National Research Initiatives designed to provide a method by which digital objects can be reliably identified and accessed. The CNRI Handle system, which underlies DOI, is a system that resolves digital identifiers into the information required to locate and access a digital object. The main impetus of the DOI system is to provide publishers with a method by which the intellectual property right issues associated with their materials can be managed.

The issue of persistent naming raises it head in a coordinated scheme, as well. Persistent names are an organizational problem, rather than an engineering problem. Technically, a system to handle names is possible; however, unique identifiers will only persist if some institution takes responsibility for their management and migration from a current technology to succeeding generations of technologies. Thus, one goal of a coordinated digital library scheme would be to identify an institution or institutions that would take charge of issuing, resolving, and migrating a system of unique names.

### 10.2.3 Preservation

Another important issue is preservation—keeping digital information available in perpetuity. In the preservation of digital materials, the real issue is technical obsolescence. Technical obsolescence in the digital age is like the deterioration of paper in the paper age. Libraries in the pre-digital era had to worry about climate control and the de-acidification of books, but the preservation of digital information will mean constantly coming up with new technical solutions.

When considering digital materials, there are three types of “preservation” one can refer to:

- **The preservation of the storage medium:** Tapes, hard drives, and floppy discs have a very short life span when considered in terms of obsolescence. The data on them can be refreshed;

keeping the bits valid, but refreshing is only effective as long as the media are still current. The media used to store digital materials become obsolete in anywhere from two to five years before they are replaced by better technology. Over the long term, materials stored on older media could be lost because there will no longer have the hardware or software to read them. Thus, libraries will have to keep moving digital information from storage medium to storage medium.

### Notes

- **The preservation of access to content:** This form of preservation involves preserving access to the content of documents, regardless of their format. While files can be moved from one physical storage medium to another, what happens when the formats (e.g., Adobe Acrobat PDF) containing the information become obsolete? This is a problem perhaps bigger than that of obsolete storage technologies. One solution is to do data migration—that is, translate data from one format to another preserving the ability of users to retrieve and display the information content. However, there are difficulties here too—data migration is costly, there are as yet no standards for data migration, and distortion or information loss is inevitably introduced every time data is migrated from format to format.



**Notes** The bottom line is that no one really knows how yet how to best migrate digital information. The Report of the Task Force on Archiving of Digital Information (RLG, 1995) by the US Commission on Preservation and Access and RLG states, “the preservation community is only beginning to address migration of complex digital objects” and such migration remains “largely experimental.” Even if there were adequate technology available today, information will have to be migrated from format to format over many generations, passing a huge and costly responsibility to those who come after.

- **The preservation of fixed-media materials through digital technology:** This slant on the issue involves the use of digital technology as a replacement for current preservation media, such as microforms. Again, there are, as yet, no common standards for the use of digital media as a preservation medium and it is unclear whether digital media are as yet up to the task of long-term preservation. Digital preservation standards will be required to consistently store and share materials preserved digitally.

What can libraries jointly do in a coordinated scheme? They can:

- create policies for long-term preservation
- ensure that redundant permanent copies are stored at designated institutions
- help establish preservation standards to consistently store and share materials preserved digitally

#### 10.2.4 Building Digital Collections

One of the largest issues in creating digital libraries will be the building of digital collections. Obviously, for any digital library to be viable, it must eventually have a digital collection with the critical mass to make it truly useful. There are essentially three methods of building digital collections:

- **Digitization**, converting paper and other media in existing collections to digital form.
- **Acquisition** of original digital works created by publishers and scholars.

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*Example:* Items would be electronic books, journals, and datasets.

- **Access** to external materials not held in-house by providing pointers to Web sites, other library collections, or publishers' servers.

While the third method may not exactly constitute part of a local collection, it is still a method of increasing the materials available to local users. One of main issues here is the degree to which libraries will digitize existing materials and acquire original digital works, as opposed to simply pointing to them externally. This a reprise of the old access versus ownership issue—but in the digital realm—with many of the same concerns such as:

- local control of collections
- long-term access and preservation

What about digital collection building in a coordinated scheme? There are many reasons why building digital collections is a good candidate for coordinated activity. Firstly, acquiring digital works and doing in-house digitization are expensive, especially to undertake alone. By working together, institutions with common goals can gain greater efficiencies and reduce the overall costs involved in these activities, as was the case with retrospective conversion of bibliographic records. Secondly, it also reduces the redundancy and waste of acquiring or converting materials more than once. Thirdly, coordinated digital collection building enhances resource sharing and increases the richness of collections to which users have access.

How can specific materials to be processed by a given institution be identified? Who collects and/or digitizes what materials could be based on factors such as:

- **Collection strengths:** A particular library with a strong collection focus could be responsible for digitizing selected portions of it and adding new digital works to it.
- **Unique collections:** If a library has the only copies of something, they are obviously the ones to digitize it.
- **The priorities of user communities:** Such priorities will justify holding the materials locally, for example, because of the demands of a curriculum.
- **Manageable portions of collections:** When there is no other overriding criteria, then material can be divided up among institutions simply according to what is reasonable for any one institution to collect or digitize.
- **Technical architecture:** The state of a library's technical architecture will also be factor in selecting who digitizes what. A library must have a technical architecture up to the task of support a particular digital collection.
- **Skills of staff:** Institutions whose staff doesn't have the necessary skills can't become a major node in a national scheme.

Yet, no matter how a collection is built—of materials digitized in-house, of original digital works, or of providing access to materials by pointing to other external resources—libraries in a collective must ensure it is preserved and made available in perpetuity.



*Task* If the only copies of digital works reside on a particular publisher's server, then what happens if the publisher goes bankrupt?

**Self Assessment****Notes**

Fill in the blanks:

4. ..... is a concept familiar to librarians because it is one of the primary things that librarians do—they create cataloguing records that describe documents.
5. ..... are strings that uniquely identify digital objects and are part of any document's metadata.
6. ..... are persistent URLs.

### **10.3 Directory of Digital Library Resources**

You can understand the directory of Digital Library Resources from India and International perspectives which is explained in below sections:

#### **10.3.1 India**

From the India perspectives, the directories of Digital Library Resources are as follows:

- ***Archives of Indian Labour:*** Archives of Indian Labour was constituted with the long-term objective to act as a specialised repository of records and voices of the workers, and contain textual, visual and oral records on labour in India. At present, in total 8 special collections comprising 40,000 printed pages, 100 hours of taped interviews are stored in digital form. In addition, Several special reports and articles on labour history of India are also available on this digital library. This library has been developed using Greenstone open source software at V. V. Giri National Labour Institute, Noida. Registration is required to access the library.
- ***Digital Library of India:*** Digital Library of India is a digital library of books, which are free-to-read, searchable, predominantly in Indian languages, available to everyone over the Internet. Very soon it is expected that this portal would provide a gateway to Indian Digital Libraries in science, arts, culture, music, movies, traditional medicine, palm leaves and many more. This project is collaboration between different Indian institutes and Universities and Carnegie Mellon University under Universal Digital Library Project.
- ***Digital Library of Indian Institute of Management, Kozhikode:*** Digital Library of Indian Institute of Management, Kozhikode is developed by IIMK library holds documents on management, economics, sociology, etc. and IIMK staff publications. The number of documents included is less as the library is in development stage.
- ***ETD at Indian Institute of Science:*** ETD at Indian Institute of Science is the digital repository of Theses and Dissertations of Indian Institute of Science, Bangalore, India. You can search, browse and access theses and dissertations from this collection. This repository has been developed to capture, disseminate and preserve research theses of Indian Institute of Science.
- ***Indira Gandhi National Centre for the Arts [IGNCA] Digital Library:*** IGNCA digital library contains digital images, audio and video recordings, animations, electronic books, etc. related Indian arts and culture.
- ***Librarian's Digital Library [LDL]:*** Librarian's Digital Library has been developed by DRTC, which contains full text of papers/articles related to Indian Librarianship. Presently, it contains full text papers submitted in DRTC seminars, papers submitted by LIS professionals and Students Theses/Dissertations. In future, it is having plans to include conference proceedings of Indian LIS associations.

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- **Nalanda Digital Library:** Nalanda Digital Library is the result of the ongoing Digital Library initiative at National Institute of Technology, Calicut Library. Nalanda Project aims at a full-fledged Digital Library at NITC to cater to the increasing demand for information resources from the Campus User Community as well as from Remote Users from rest of the Country. Some resources are open to all; otherwise they are restricted to NITC campus and their recognised users. At present, it is in evolving stage.
- **Vidyanidhi:** Digital Library and E-Scholarship Portal is planning to develop repository for Indian doctoral thesis. At present, it provides access to metadata of Indian thesis and Universities. Few full text thesis [ETDs] are presently available in its database. It started as a project in 2000 with support from NISSAT, Govt. of India. Now with the support from Ford Foundation and Microsoft India it is evolving as a national initiative. It welcome's Universities and Researchers to participate in this programme. The project is based at Dept. of Library and Information Science, Mysore University, Karnataka.

### **10.3.2 International**

From the International perspectives, the directories of Digital Library Resources are as follows:

- **Alaxanderia Digital Library Project:** The Alexandria Digital Library is a distributed digital library with collections of geo-referenced materials. ADL includes the operational library, with various nodes and collections, and the research program through which digital library architectures, gazetteer applications, educational applications, and software components are modelled, prototyped, and evaluated.



*Notes* ADL provides HTML clients to access its collections and gazetteer, and provides specific information management tools, such as the Feature Type Thesaurus for classing types of geographic features, as well as downloadable software code.

- **California Digital Library:** California Digital Library contains digital collection of University of California campuses.
- **Collect Britain:** Putting history in place is a collection of maps, prints and drawings, photographs and documents, rare early sound recordings from around the globe. It has been developed by British Library using its collections.
- **Cornell Library Historical Mathematical Monographs:** Cornell Library Historical Mathematical Monographs is a collection of selected monographs with expired copyrights chosen from the mathematics field.
- **Digital Library of Commons:** Digital Library of Commons is a gateway to the international literature on the commons. This site contains a Working Paper Archive of author-submitted papers, a full-text Digital Library, and links to relevant reference sources on the study of the commons.
- **Digital Library for Earth System Education [DLESE]:** Digital Library for Earth System Education is a geoscience community resource that supports teaching and learning about the Earth system. DLESE is funded by the National Science Foundation and is being built by a community of educators, students, and scientists to support Earth system education at all levels.
- **Digital Library of Historical Directories:** Digital Library of Historical Directories is a digital library of eighteenth, nineteenth and early twentieth century local and trade directories from England and Wales.

- |  | Notes |
|--|-------|
| ● <b>Digital South Asia Library:</b> Digital South Asia Library provides digital materials for reference and research on South Asia to scholars, public officials, business leaders, and other users. Their collections include reference sources, books and journals, images, maps, statistics, etc.  | Notes |
| ● <b>ELPUB Digital Library:</b> ELPUB Digital Library contains full text articles presented in Electronic Publishing conference w.e.f. 1997. Access to all the articles is given free of cost.   | Notes |
| ● <b>eScholarship Editions:</b> eScholarship Editions collection includes the full text of more than 1,400 books from academic presses on a range of topics, including art, science, history, music, religion, and fiction. Access is free to all.   | Notes |
| ● <b>Ethnomathematics Digital Library [EDL]:</b> Ethnomathematics Digital Library provides access to online resources worldwide. There are about 700 items in the collection, and regularly adding new ones, particularly those relevant to the Pacific region.  | Notes |
| ● <b>History E-book Project:</b> History E-book Project is a searchable digital archive of historical books developed by University of Michigan Library. It is having over 500 books of high quality in the field of history and will be adding 250 more by the end of 2003.   | Notes |
| ● <b>Informedia:</b> Digital Video Library Project has pioneered new approaches for automated video and audio indexing, navigation, visualization, search and retrieval and embedded them in a system for use in education, information and entertainment environments.  | Notes |
| ● <b>Librarycompany.org:</b> Librarycompany.org is non-profit independent research library with collections documenting every aspect of the history and background of American culture from the colonial period to the end of 19th century.  | Notes |
| ● <b>Metaarchive.org:</b> Metaarchive.org offers multiple institutions a combination of new technologies for sharing information about primary resources of interest to scholars and researchers, and it provides researchers a publicly searchable web interface to a collection of freely available, difficult-to-access, academically-oriented resources related to politics and religion.                    | Notes |
| ● <b>Mind Project:</b> Mind Project addresses the problems faced by users in terms of their ability to access and exploit the increasing number of Digital Libraries available internationally through networks, such as the Internet and the World Wide Web (WWW). It will assist users to: know where to search, how to query different media and how to combine information from diverse sources.             | Notes |
| ● <b>National Science Digital Library:</b> National Science Digital Library includes collection in the areas of Science, Technology, Engineering and Mathematics.  | Notes |
| ● <b>NYPL Digital Library:</b> NYPL Digital Library will provide free and open online access to thousands of digital images from the collections of NYPL's Research Libraries.   | Notes |
| ● <b>Open-Video-Project.org:</b> Open-Video-Project.org its purpose of the Open Video Project is to collect and make available a repository of digitized video content for the digital video, multimedia retrieval, digital library, and other research communities.   | Notes |
| ● <b>Networked Digital Library:</b> Networked Digital Library of Thesis and Dissertations [NDLTD] is a digital library of thesis and dissertations. Individuals and institutes can participate in it by making their thesis or dissertations available to the network in electronic format.  | Notes |
| ● <b>New Zealand Digital Library:</b> New Zealand Digital Library project is a research programme at the University of Waikato whose aim is to develop the underlying technology for digital libraries and make it available publicly so that others can use it to create their own collections. They have developed 'Greenstone' Software for the development of digital library. It is available for download. | Notes |

- Notes**
- **Universal Library:** Universal Library is proposed to create the Universal Library with a free-to-read, searchable collection of one million books, primarily in the English language, available to everyone over the Internet. Within 10 years, it is their expectation that the collection will grow to 10 Million books. The first major project of Universal Library is the Million Book Digital Library project. This project is collaboration between different Institutes and Universities all over the world and Carnegie Mellon University.

### **Self Assessment**

State whether the following statements are true or false:

7. Librarian's Digital Library [LDL] has been developed by DRTC, which contains full text of papers/articles related to Indian Librarianship.
8. Vidyavidhi Digital Library is the result of the ongoing Digital Library initiative at National Institute of Technology, Calicut Library.
9. ELPUB Digital Library [EDL] provides access to online resources worldwide.

## **10.4 Concept of Virtual Library**

The term has been defined by many different people in many different ways. It is a library in which the holdings are found in electronic stacks. It is a library that exists, without any regard to a physical space or location. It is a technological way to bring together the resources of various libraries and information services, both internal and external, all in one place, so users can find what they need quickly and easily. Most of the Libraries today, offer a wide range of online services to their users. And, now, the internet and web technologies are not the new things to any academic hence, it is the time for a Library to be virtual and develop its online presence in order to further facilitate and enrich the educational processes. In this direction, Virtual Libraries provide a new way of serving the new generation users of the libraries. Virtual libraries are the new vision of libraries of the future.

Virtual Library is another kind of Digital Library which provides portal to information that is available electronically elsewhere. This is referred so to emphasize that the Library does not itself hold content. Librarians have used this term for a decade or more to denote a Library that provides access to distributed information in electronic format through pointers provided locally.

A Virtual Library has been defined by Garen (1993) as, “*the concept of remote access to the contents and services of libraries and other information resources, combining an on-site collection of current and heavily used materials in both print and electronic form, with an electronic network which provides access to, and delivery from, external worldwide library and commercial information and knowledge sources*”. The speedy and wide access to current information contents makes virtual libraries a global symbol of the information access paradigm. The Virtual Library has changed the traditional focus of librarians on the selection, cataloguing and management of information resources such as books and periodicals. The virtual library is putting emphasis on access without the need to allow for the time required by these technical processes. Virtual Libraries have induced libraries, scholars, publishers and document delivery vendors to develop new partnerships that are working for the good of scholarly communication in both developed and developing countries.

### **10.4.1 Purpose of the Virtual Library**

In general, the purpose of a Virtual Library is to underpin learning and acquisition of knowledge, to provide a more solid basis for education and to enhance quality of life by drawing on digitally available (preferably online) books, materials and journals via ICT-based tools. A

Virtual Library provides remote (online or CD-ROM-based) access to a variety of national and international content (e.g. curricula, learning materials, books, journals, magazines, newspapers), services traditionally offered by libraries and other information sources. Virtual Libraries thus combine materials in electronic format with an electronic network which ensures access to and delivery of those materials. To become an effective educational tool in the public service, it must respond to the needs of and provide affordable access for prospective users – students, teachers, researchers and academics. Emphasis should be given to building up collections that are in the public domain and that are accessible through, e.g., applications of free software on the basis of affordable Internet tariffs.

**Notes**

#### **10.4.2 Features of a Virtual Library**

Following are the features of a Virtual Library:

- It provides speedy and wide access to updated information in a global manner.
- It has changed the traditional library system of cataloguing only book materials.
- Cataloguing of NBM (Non-Book Materials) includes not only databases but also websites.
- Greater emphasis is on access and not on collection.
- Time saving
- It results in a creation of digital divide because only developed countries with strong funds for automation and fulfilling infrastructural requirements for Virtual Library can afford to support Virtual Library services.

#### **10.4.3 Functions of a Virtual Library**

The function of a Virtual Library is to ensure the systematic development of the means to collect, store, and organize information and knowledge in digital form and to provide easy and affordable access to it around the clock from various locations. In general, a Virtual Library should:

- Provide ICT-based access to a range of digitally available publications for educational purposes available in the public domain and from other sources;
- Provide access to distance education materials;
- Contribute to the efficient delivery of information to students, researchers and teachers of all universities and other educational institutions;
- Strengthen communication and collaboration between and among the research, library and educational communities, nationally, regionally and internationally;
- Offer lifelong learning opportunities.

#### **10.4.4 Advantages of the Virtual Library**

There are many advantages to going virtual. Some of the advantages include the following:

- Virtual libraries provide immediate access to a range of resources not available in physical collections. Virtual libraries allow unprecedented access to information and ideas. A paradigm shift takes place from libraries as collectors of items to libraries as facilitators of access to all kinds of information, provided by anybody, located anywhere in the world, accessible at any time.
- Physical libraries operate with designated hours, virtual libraries are available anytime and anywhere where there is an Internet connection.

- Notes**
- Virtual libraries offer opportunities for learning that are not possible in their physical counterparts. Virtual libraries complement other virtual learning environments, such as those provided in distance education and courses offered online, and like virtual learning environments, providing flexibility of time and place.
  - Virtual libraries often contain more up-to-date information than physical collections. Their sources can be searched more efficiently than those in physical libraries, and the information they contain can be updated more frequently.
  - Well-designed virtual library collections are organized and managed to increase productivity and efficiency of the user.
  - Virtual libraries empower the user and promote informal learning.
  - Virtual libraries can be customized for particular schools, grades, and subjects. This variety of formats in presentation and navigation is quite different from that of a physical library. Thus, virtual libraries support specific communities of interest, thereby, creating global communities of learners.
  - Virtual libraries break down the physical barriers between users and information sources. Through the use of audio and video, virtual libraries can also make resources available to users that are visually and hearing impaired, and they make these resources available in their homes. Virtual libraries of the future may integrate voice, video, and text for users involved in distance education in remote locations.

#### **10.4.5 Disadvantages of the Virtual Library**

The disadvantages include the following:

- Every product has its own distinct user interface.
- Users need to remember different passwords for different products.
- The scope of coverage and available archives is often limited.
- There are often difficulties with downloading or printing.
- Often there is no cost savings, especially when both the virtual and print products are maintained.
- Everything is not available in digital format.
- There are restrictions, which vary from vendor to vendor, on how the product can be used.
- The virtual library relies on power and computer networks in order to be available for use.
- Users can't spread everything out in front of them and use it all at once.
- Users are most comfortable using books.

#### **Self Assessment**

Fill in the blanks:

10. .... Libraries thus combine materials in electronic format with an electronic network which ensures access to and delivery of those materials.
11. Virtual libraries provide immediate access to a range of resources not available in ..... collections.

12. Virtual libraries empower the user and promote ..... learning. Notes

## **10.5 Virtual Library Environment**

The Virtual Library Environment means virtual teams; virtual communication and the electronic environment are now a reality for the library. Users are able to view and request information resources either from the library Intranet site or over the Internet and contact staff by phone and e-mail for more general research requests. Library services will entirely virtual. Delivering virtual information services differs from traditional information service delivery in the following areas: Clients are unable to visit the library to preview resources, collect material or access resources such as databases. All communication must be conducted through e-mail, phone or fax. Information literacy training must be delivered innovatively, as traditional face to face training sessions are no longer possible. Even several libraries have developed 'tele-training' sessions, which are training sessions delivered via telephone link-up in areas such as using library's electronic sources and searching networked databases through their Intranets or Internet. There is an increased dependence on information technology to access information resources.

As a result, library users often expect technical support from librarians, and queries regarding network and access problems become increasingly common. This means librarians must keep abreast of current technical developments and know when and where to refer clients with problems beyond their knowledge. These differences have a number of implications for the virtual library, such as an increased emphasis on value added information. This information should be easy to locate using tools such as the corporate Intranet. This allows users to clearly discern which information is most relevant to their work practices, without the benefit of face to face communication. Marketing assumes an increasingly important role in the virtual library as users are potentially less aware of the library than if it were located in close proximity. Given the differences from traditional library services, there are a number of key components for successful service delivery in the virtual environment:

- ***Maintain interaction with clients:*** The Virtual Library needs to maintain a 'human presence' by balancing both telephone and e-mail contact. Using e-mail exclusively changes the users' service style that users are accustomed to and increases the likelihood of lengthy correspondence.
- ***Continued Visibility:*** The Virtual Library has to maintain an everyday presence in the virtual environment by activities including: posting news items on the Intranet home page, writing feature articles for the newsletter etc. and inviting people into the library when they are traveling in the vicinity.
- ***Policies and Agreements:*** Users are often unsure of the service boundaries in the virtual environment. Highly visible policies outlining the virtual library's role and service level agreements means both parties have clearly defined roles and responsibilities. The Virtual Library's service level agreements and policies detail the services provided by the library, clients' obligations, request turnaround times and borrowing privileges etc.

Virtual teams have been defined as those which 'transcend distance, time zones, and organizational boundaries'. Virtual Library may have many virtual teams with team members located in different locations, working to accommodate varying time zones and technical infrastructure. The virtual environment has had a dramatic impact on the way team members operate. As emphasized by Cascio (1999) who believes one of the most challenging aspects of virtual teams are the absence of physical interaction and the lack of synergy associated with verbal and non-verbal communication. As with servicing remote clients, working in the virtual team increases the importance of communication and willingness to interact via new electronic tools.

**Notes**

**Self Assessment**

State whether the following statements are true or false:

13. The Virtual Library needs to maintain a 'human presence' by balancing both telephone and e-mail contact.
14. Users are often confident of the service boundaries in the virtual environment.
15. Virtual Library may have many virtual teams with team members located in different locations.

## **10.6 Virtual Library and Lifelong Learning**

The use of multimedia systems is embedded part of a process of lifelong learning through the Virtual Library. The Virtual Library appears to offer substantial benefits to lifelong learners over both formal study and conventional open learning. Virtual lectures in particular provide an advanced interactive learning tool with distinct advantages in terms of engagement and flexibility. Students benefited from the interactivity of the environment and its self-assessment facilities. They also welcomed being able to study in their own location, time and at their own pace. The virtual lectures have a number of advantages including interactivity, adaptation, simulation, demonstration and integration. They facilitate active learning rather than the more passive learning associated with conventional open learning materials. The Virtual Library aims to be subjecting neutral.

Further trials are needed to compare the reactions of students from less technology focussed disciplines. The virtual seminars were not fully utilised by students although they believed them to be a useful facility. Further investigation is necessary to establish whether students found the virtual seminars useful for dissemination of information other than teaching material. This might in part explain the students' positive attitude but under-utilisation of the discussion boards. Other trials will involve distance learning students. This allows testing of the hypothesis that the use of virtual seminars is reduced when face-to-face problem classes are also provided

### **10.6.1 Design and Planning of a Virtual Library**

The design of a comprehensive Virtual Library and its proper implementation, needs the examination of the feasibility of how best to create, operate and expand, taking into account of the availability of present infrastructure, etc. In this context, the issues mentioned below must be addressed:

- Institutions to be included



*Example:* Universities, other training institutions, libraries, etc.

- Access modalities (institutional and/or individual);
- Content themes



*Example:* Faculties and subjects to be covered in connection with higher and tertiary level curricula

- Content form (access to existing materials and the need to create new content in
- English, and/or other national languages; content in the public domain; inclusion of commercially available content);

- Content delivery (combination of online and offline ICT approaches and products);
- Content access (cataloguing and indexing), including relationship with the Union
- Catalogue;
- ICT infrastructure and equipment needs/availability at institutions concerned



*Example:* Connectivity and networking capacities, use of freeware, tariff negotiations; suitability of equipment to climate and local conditions

- Architecture of the virtual library (access and centralised vs. decentralised services);
- Training needs (to set up, manage and use the Virtual Library);
- Links to already existing national virtual library and virtual laboratory projects;
- Partnerships with other regional and international virtual library initiatives.

## 10.6.2 Principles of Development of Virtual Library Collection

Six principles have been identified that drive the development of a Virtual Library Collections as enumerated below:

- **Priority of Utility:** Usefulness is the ultimate reason behind all collection decisions. Predicting utility is, however, notoriously difficult.
- **Local Imperative:** Local collections are built to support local needs, and expenditure of local resources must have a demonstrable local benefit.
- **Preference for Novelty:** Although historical collections are essential for research, only limited resources can be devoted to the collection and maintenance of older material.
- **Implication of Intertextuality:** To add an item to a collection is to create a relationship between it and other items. Building a collection always creates new textual relationships.
- **Scarcity of Resources:** All collection development decisions have to balance scarce resources – funding, staff time, document size, user time and attention.
- **Commitment to the Transition:** More and more information will become available in digital form. Libraries are responsible for promoting this transition and assisting users to adjust to it.



**Did u know? Can INFLIBNET Centre be the Virtual Library of India?**

There is an urgent need of the 'Virtual Library of India'. India is a home for rich and diverse cultural, educational and R & D institutions, associations, societies and scholars and so on. It is strongly suggested and advocated, that INFLIBNET Centre to take an advantage of being the Virtual Library of India. It has been witnessed that, INFLIBNET Centre has experience of uniting the scholars and their works by its aims and objectives, and through its specialised programs and activities such as automation and networking the Indian University Libraries and others. Indeed, this 'Virtual Library of India' will make the Indian content more visible, accessible and applicable to build again a stronger, prosperous and knowledge superpower of the world.

**Notes**

**Self Assessment**

Fill in the blanks:

16. The Virtual Library aims to be subjecting .....
17. ..... is the ultimate reason behind all collection decisions.
18. ..... collections are built to support local needs, and expenditure of local resources must have a demonstrable local benefit.



*Case Study*

**Digital Heritage Archiving in India**

The preservation of the documentary heritage has to be seen in the broader context of managing what we have inherited from the past in a way which will allow us to hand it over to the future. Documentary preservation makes sense only when we take accountability of the preservation of the objects, built-in environment and create landscapes for the same. But we cannot preserve everything, and indeed should not seek to do so. As a society needs and desires change, the political and social expression of its understanding of, and need for, its inheritance also changes. In responding to change, each generation makes its own contribution to the heritage of the future.

Punjab University was established in the year 1882 in Lahore and after the partition of India and Pakistan; the library was shifted to Shimla. In the year 1955-56, it was moved to its present campus in Chandigarh. The library building was formally inaugurated in the year 1963. Since that time the library has progressed in all ways and shifted from a manual system to fully automated one. The library introduced computers for the first time in mid-1990 and in the year 1996, the scenario was changed with the introduction of integrated system, connected to the campus network and subsequently, possessed numerous facilities like telefax, e-mail, internet, Online Public Access Catalogue, multimedia, CDROM databases, e-books and e-journals etc. The library has a rich collection of more than 7 lakh volumes and 600 Periodicals. The digital library along with the facility of e-resources both online as well as offline has been created.

**Manuscript Collection**

Collection of Manuscripts in Punjab University Library is rare and important. In order to preserve its heritage, the Punjab University Library commenced digitization of its rare collection in the year 2004 and took the decision to open an archive for the upkeep of its numerous collections. Because of the cultural and historical importance and its implication, the magnitude of such holdings can be well ascertained. There are total of 1493 manuscripts available in various languages like Hindi, Urdu, Persian, Punjabi, and Sanskrit and Sharda Script wrapping extensive range of subjects for instance, Persian, Court Etiquette, Poetry, Writings of the Sikh Gurus and other translations of eminent personalities as listed below. Government Reports and other general archival trends are also component of the holdings.

List of Manuscripts Available in Punjab University Library:

- Mutiny Records.
- Writings on different tribes of North-Eastern States & Andaman Nicobar by different English authors.

*Contd....*

- Reports on the results of scientific voyages (H.M.S. Challenger).
- Educational Records published by the Govt. of India since colonial days.
- Reports and Surveys of the flora and fauna of the British India.
- Atlases (both historical and Geographical)
- Imperial Gazetteer of India.
- Natural history of plants.
- Books on Art, Architecture and Painting.
- Writings of the Viceroys and Governor-Generals.
- Biographies.
- English Factory Records.
- Religious literature pertaining to temple, Gurudwara and Mosque.
- English literature on Shakespeare and George Bernard Shaw.
- Books on Sanskrit and Hindi literature, history.
- Books written by medieval writers and travellers.
- Laboratory results from different laboratories of India on scientific subjects and many more...

**Notes**

**Punjab University Library Initiative**

The Punjab University Library started digitization of its collection in the year 2003 as per the guidelines provided by National Manuscripts Mission; (NMM) established by Department of Culture, Government of India with an objective to preserve, conserve and upgrade the manuscripts through digitization and digitize preservation. In order to harness the knowledge embedded in the Manuscripts and to preserve the cultural heritage of our national the digitization process was commenced. Both national and international users make use of the manuscripts for the research purpose. This use increased manifold with the onset of digitization. Although the digitized collection of manuscripts is presently not available on Punjab University website, still efforts are being made to put them on web using D-space software.

**Questions**

1. Write down the case facts.
2. What do you infer from it?

*Source:*<http://infoz.ffzg.hr/INFUTURE/2009/papers/210%20Chhatwal,%20Kanwal,%20Lal,%20Digital%20Heritage%20Archiving%20in%20India.pdf>

**10.7 Summary**

- The relatively recent use of the term “digital library” resulted from the Digital Libraries Initiative funded by the National Science Foundation, the Advanced Research Projects Agency, and the National Aeronautics and Space Administration in the United States.
- DLs ideally provide a coherent view of all of the information contained within a library, no matter its form or format.

- Notes**
- The digital library is ideal in support of students receiving their schooling using distance learning education.
  - Digital libraries can be customized so user can have access to what they want and need to use.
  - One of the largest issues in creating digital libraries will be the building of digital collections.
  - Virtual Library has to support the users' community, by providing accurate, reliable, and affordable access to all the desired scholarly and educational electronic/internet resources.
  - Several Virtual Libraries have claimed the vital new areas in scholarly and educational information service by way of technological provisions.
  - Virtual Libraries are the new vision of the Libraries of future.
  - The development of Virtual Library will take place when libraries transform themselves into three dimensional electronic information centres.
  - It will be possible when data storage, data representation and image processing technologies mature to cope with the great amounts of graphically represented data held by the Virtual Libraries.

## **10.8 Keywords**

*Agreement:* A negotiated and usually legally enforceable understanding between two or more legally competent parties.

*Alexanderia Digital Library Project:* The Alexandria Digital Library (ADL) is a distributed digital library with collections of geo-referenced materials.

*Authorship:* The person who originated or gave existence to anything" and whose authorship determines responsibility for what was created.

*Citations:* A citation is the information needed to locate the article (or book) you are interested in reading.

*Copyright:* Copyright is a form of protection provided to the authors of "original works" and includes such things as literary, dramatic, musical, artistic, and certain other intellectual creations, both published and unpublished.

*Digital Library for Earth System Education (DLESE):* Digital Library for Earth System Education is a geoscience community resource that supports teaching and learning about the Earth system.

*Digital Library of Commons:* Digital Library of Commons is a gateway to the international literature on the commons and this site contains a Working Paper Archive of author-submitted papers, a full-text Digital Library, and links to relevant reference sources on the study of the commons.

*Digital Library:* Collection of digitized (see digitization) documents, images, and sounds that can be accessed and read by the use of computers.

*Digital Object Identifier (DOI) System:* DOI is an initiative by the Association of American Publishers and the (American) Corporation for National Research Initiatives designed to provide a method by which digital objects can be reliably identified and accessed.

*Digitization:* Digitizing or digitization is the representation of an object, image, sound, document or a signal (usually an analog signal) by a discrete set of its points or samples.

<i>Definitions:</i>	<i>Notes</i>
<b>Directories:</b> A directory or folder is nothing more than a location on a disk used for storing information about files.	Notes
<b>Librarian's Digital Library (LDL):</b> Librarian's Digital Library has been developed by DRTC, which contains full text of papers/articles related to Indian Librarianship.	Notes
<b>Librarycompany.org:</b> Librarycompany.org is non-profit independent research library with collections documenting every aspect of the history and background of American culture from the colonial period to the end of nineteenth century.	Notes
<b>Metadata:</b> Metadata is the data which describes the content and attributes of any particular item in a digital library.	Notes
<b>Ownership:</b> Denotes the person who controls all of the benefits and privileges associated with a life insurance policy.	Notes
<b>Planning:</b> Planning (also called forethought) is the process of thinking about and organizing the activities required to achieve a desired goal.	Notes
<b>Preservation:</b> Preservation is a branch of library and information science concerned with maintaining or restoring access to artefacts, documents and records through the study, diagnosis, treatment and prevention of decay and damage.	Notes
<b>PURLS:</b> They are a scheme developed by OCLC in an attempt to separate a document name from its location and therefore increase the probability that it will always be found.	Notes
<b>Technical architecture:</b> A technical architecture is the design and documentation of a software application and provides a blueprint schematic for developers to use when they are building or modifying a computer system.	Notes
<b>Virtual Library Environment:</b> The Virtual Library Environment means virtual teams; virtual communication and the electronic environment are now a reality for the library.	Notes
<b>Virtual Library:</b> A virtual library is a digital space that keeps and organizes virtual books and their associated documents.	Notes

## **10.9 Review Questions**

1. What do you understand by digital library?
2. Discuss the characteristics of a digital library.
3. What are the properties of a digital library?
4. Describe the benefits of digital libraries.
5. Discuss the technical issues in digital library.
6. Explain the directories of digital library resources from India perspectives.
7. Discuss virtual library.
8. What are the features of a virtual library?
9. Highlight the advantages and disadvantages of the virtual library.
10. How will you design and plan of a virtual library?
11. Discuss the principles of development of virtual library collection.

**Notes**

**Answers: Self Assessment**

- |                |              |
|----------------|--------------|
| 1. False       | 2. True      |
| 3. False       | 4. Metadata  |
| 5. Names       | 6. PURLs     |
| 7. True        | 8. False     |
| 9. False       | 10. Virtual  |
| 11. Physical   | 12. Informal |
| 13. True       | 14. False    |
| 15. True       | 16. Neutral  |
| 17. Usefulness | 18. Local    |

**10.10 Further Readings**



*Books*

Budd, John (2001), *Knowledge and Knowing in Library and Information Science: A Philosophical Framework*, Scarecrow Press.

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Henderson, Kathrine A. (2009), *Case Studies in Library and Information Science Ethics*, McFarland.

Prasher, Ram Gopal (1997), *Library and Information Science: Information science, information technology and its application*, Concept Publishing Company.

Rubin, Richard (2010), *Foundations of Library and Information Science*, Neal-Schuman Publishers, Incorporated.

Saravanan, T. (2005), *Library & Information Science*, APH Publishing.



*Online links*

<http://www.dli.gov.in/>

<http://www.ieee-tcdl.org/Bulletin/v3n1/balakrishnan/balakrishnan.html>

<http://www.librijournal.org/pdf/2008-1pp15-24.pdf>

<http://www.serc.iisc.ernet.in/~balki/papers/ICDL2006-Delhi.pdf>

<http://www.ulib.org/conference/genpub/icdl.pdf>

## **Unit 11: Library Associations: India, UK and USA**

Notes

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11.7 Further Readings

### **Objectives**

After studying this unit, you will be able to:

- Explain the concept of Library Associations
- Discuss the general account of Library Associations in India
- Describe the Library Associations in UK and USA

### **Introduction**

In the previous unit, we dealt with the concept, technical issues and various directories of Digital Library along with the concept of Virtual Library, Virtual Library Environment and its Lifelong Learning aspects. Library associations are learned societies. They promote development of the library movement in a country. They strive for better provision of library and information services. In this process, library associations also strive for advancement of the profession and the professionals. Professional associations are made up of, by and for the professionals in the

**Notes** fields concerned. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the concept of Library Associations in India, UK and USA.

## **11.1 Concept of Library Associations**

A lone professional person; or a single institution; cannot possibly do much to deal with wider and far-reaching issues of professional concern. Collective action by interested groups is necessary. In this, professional associations serve as a forum for coordinated efforts. The Library Association (U.K) was founded in October 05, 1877 during the first international conference of librarians held at Brussels. The name of the association was changed from "Library Association of the United Kingdom" to Library Association in 1896. It receives a Royal charter in 1898. The L.A. becomes a wholly professional Association in 1962 when new bye laws come into operation. The headquarters of L.A. is located at 7 Ridgmount Street, store street, London.

Library development is dependent upon professional planning, foresight, understanding and involvement. These issues are managed in a better way by library associations than by individual institutions. Hence, the solidarity of the profession is a prerequisite for working for a common cause and to achieve results. In fact, the strength and effectiveness of professional associations reflect this solidarity. Library associations, if they play their part well, can help in spreading the public library movement in a country and ensure better library service. They, indeed; assist in clarifying concepts of libraries and library and information services; and also present appropriate proposals to the right quarters.

The association is controlled by a 60 member council elected by the members. The L.A. has a number of departments devoted to various aspects of librarianship and library service. The association is advised by four committees.

- Executive coordinating
- General purpose
- Library service
- Professional development and education.

Membership is not confined to any country or to library profession. It is open to individuals and institutions interested or engaged in library work. Main financial support for programmers comes from the membership subscription and publication of the association. However grants for specific projects are also received from other sources.

### **11.1.1 Aims and Objectives of Library Associations**

Library associations are established with the following aims and objectives:

- to herald the library movement in a country to spread knowledge and information;
- ultimately contribute to human resource development;
- to work for the enactment of public library legislation, drafting of the bills along progressive lines and based on sound principles; make the people library conscious so that they demand the right of access to public library services; mobilize social pressure for the healthy development of library services;
- to strive for the evolution of an integrated national library and information system based on a national policy; bring to the attention of the authorities the deficiencies, defects, etc., in the existing library infrastructure;

- to provide a common forum for library professionals for exchange of information, ideas; experiences and expertise; work for the betterment of salaries, grades, service conditions; status, etc. of library professionals;
- to hold the image of the library profession high in society; promote cooperation among libraries and library professionals;
- to share resources and avoid duplication of efforts;
- to contribute towards manpower development for library and information work which includes education and training, research, incentives, awards and rewards, etc.

Notes

### 11.1.2 Functions and Activities of Library Associations

The functions and activities of Library Associations are as follows:

- (i) **Conferences and Seminars:** L.A. holds annual conferences regularly. In addition to this, its branches and groups also arrange their own seminars, conferences, etc.
- (ii) **Continuing Education:** L.A. organizes continuing education programmes. It also organized short courses, workshop and seminar to update members regarding recent development in the profession.
- (iii) **Library Legislation:** L.A. took active initiative in enacting the Public Library Act of 1892 and 1919 and revising the bye-laws of the public libraries and museums act of 1964. It has been active in clarifying issues arriving from legislation. It has kept a watchful eye on censorship and copyright.
- (iv) **Standards in Libraries:** It has promoted a code of ethics for the library profession. It has taken interest in evolving standards and guidelines of techniques, procedures, equipment's etc. and has been working for the betterment of salary, status and service conditions of library personnel.



*Did u know?* The association also approved and published standards for hospital libraries in 1965.

- (v) **Professional Registry:** L.A. maintains the professional register of chartered librarians (professionally qualified members are known as chartered librarians and are of two categories
  - ❖ Associates who are fully trained and professionally educated librarians and
  - ❖ Fellow (FLA) who have successfully completed additional work at an advanced level to prove their ability in special areas of librarianship.

Now, in U.K., L.A. in the main body which is authorized to conduct the examination in librarianship.

- (vi) **COMLA:** In 1971, the L.A. was approached by the commonwealth foundation to assist in setting up a Commonwealth Library Association (COMLA). COMLA was inaugurated at Lagos, Nigeria in November 1972 with full support from W.A.  
L.A. also plays a role in the establishment of British Library in 1973.
- (vii) **Research Programme:** It sponsors numerous projects on its own initiatives and resources.
- (viii) **Awards:** The L.A. has a scheme of instituting awards to recognize excellence and outstanding performance in library and information science. Some of such programmes are

- Notes**
- ❖ Wheat ley medal for outstanding index.
  - ❖ Besterman Medal for outstanding bibliography and
  - ❖ Mecoliven Medal for best reference book.
- (ix) **Publication:** Some noteworthy publication of LA is:
- ❖ Library association record (Monthly) – official journal.
  - ❖ Library and information science abstract (Bi-Monthly).
  - ❖ Journal of librarianship (Quarterly).
  - ❖ Information Science (Quarterly).
  - ❖ Current research in library and information science (three issues)
  - ❖ Wetland's guide to reference material (An important publication of WA)
  - ❖ British Humanities index (Quarterly).
  - ❖ Current Technology index (Monthly)
- (x) **Cooperation:** L.A. makes bilateral contacts with the A.L.A., supports the work of IFLA and Cooperate.

The Library Association (LA) and the Institute of Information Scientists (IIS) unite to form the Chartered Institute of Library and Information Professionals (CILIP) on 1st April 2002.

### **11.1.3 Programmes and Activities of Library Associations**

Library associations usually undertake all or some of the programmes and activities mentioned below, depending-upon their stage of development. These associations interact with conceived governments from time to time, using every conceivable opportunity for sound development of a library system in the country. These tasks are done by advising, representing and helping in drafting of legislation, formulation of policy statements, guidelines, etc.

- **Conferences:** Organising conferences, seminars, lectures, etc. to afford opportunities for library professionals to meet, discuss and exchange information, ideas, experiences and expertise.
- **Library publicity:** Organising library week, exhibitions, book fairs; competitions, etc. for promoting library consciousness and reading and learning habits among the people.
- **Service conditions:** Taking up with the managements at all levels, through appropriate means, the issues relating to betterment of salary grades, service conditions and status of library professionals, Library association also in help recruitment of library personnel: They formulate codes of ethics for library professionals in order to preserve high values in conduct and service.
- **Education:** Conducting training courses that are necessary to supplement university education in library and information science and continuing education programmes for working professionals.
- **Publications:** Library associations publish professional literature like a Regular periodical and a newsletter as well as hoc publications such as proceedings, directories, catalogues, bibliographies, course manuals, textbooks, reference books and others.
- **Standards, services, research:** Formulating standards, guidelines, codes and manuals with regard to practices, procedures, techniques, tools and equipment, as a step towards fostering cooperation among libraries. Undertaking bibliographical projects on their own and

through outside contract. Offering advisory and consultancy services. Undertaking research surveys of library facilities and services, user demands, learning and reading habits, book production, etc. in order to identify strengths and weaknesses so as to take necessary steps to improve the system.

**Notes**

- **Cooperation:** Establishing cooperation with international and national associations of other countries having similar objectives. Maintaining liaison with book and publishing trade for attending to mutual problems in library acquisitions.



*Task* Critically examine six broad groups the programmes and activities of library associations.

### **Self Assessment**

State whether the following statements are true or false:

1. Library development is independent upon professional planning.
2. The association is controlled by a 50 member council elected by the members.
3. L.A. holds annual conferences regularly.
4. L.A. organizes continuing education programmers.
5. The Library Association (LA) and the Institute of Information Scientists (IIS) unite to form the Chartered Institute of Library and Information Professionals (CILIP) on 1st April 2001.

## **11.2 A General Account of Library Associations in India**

We have historical records of early library associations in India such as Baroda Library Association (1910), Andhra Desa Library Association (1914), Bengal Library Association (1927) and Madras Library Association (1927). The Indian Library Association was founded in 1933. The Post-independence period has witnessed an increase in the number of library associations. We have, at present, many national and state level library associations. There are also associations devoted to special categories of libraries, subjects, fields and other special interests.



*Example:* The Govt. of India Libraries Association, (GILA), Indian Association of Teachers of Library and Information Science (IATLIS), Micrographic Congress of India (MIC); Society for Information Science.

Only a few associations are active in contributing to professional development. Professionals are generally indifferent to become members of library associations. The fact that many states we have not enacted library legislation points out that our library associations have not been effective. There is however; scope and need for better functioning and performance of our library associations.

### **11.2.1 Indian Library Association (ILA)**

The Indian Library Association was founded in 1933 at Calcutta. It is a registered society, with headquarters now located at Delhi. It is the premier national association representing the entire library profession in the country. The birth of the Association can be traced to the holding of an All India Library Conference at Calcutta in September 1933. All leading librarians of that period were instrumental in organising the conference, whose main aim was to form the Indian Library

**Notes** Association. Between 1933 and 1947, seven All India Library Conferences were held in different parts of the country. Publications of ILA included two editions of the Directory of Indian Libraries and a quarterly journal entitled Library Bulletin, as an official organ. After Independence, the Association witnessed both hectic and lean periods of activity. Until 1983, when ILA completed fifty years, 22 more All-India Library Conferences were held. The growth over the period was steady but not spectacular. Some initiatives taken by the ILA can be said to have had an impact over library development in the country.



*Example:* In 1992, the ILA successfully organized an Indian Federation of Library Associations (IFLA) conference at Delhi. However, the expectations of the library profession have all along been far more than what was achieved. At the present time, the library profession is keen to make ILA strong and effective and there are signs of some progress.

In 1933, some of the Government of India Librarians, especially those in Calcutta, under the leadership of K. M. Asadullah organized the first All India Library Conference. It was at this conference that the Indian Library Association was founded on 12 September, 1933. The ILA Headquarters is in Delhi. The Indian Library Association is a premier association committed to the cause of Library Movement and Development. **The Indian Library Association is the national association which represents those who work in or advocate for Indian libraries. ILA members work in college, university, public, special (corporate, non-profit and government) and school libraries.**

### Objectives

The Association aims at establishing high standards of librarianship and library services in the country. It has the following objectives:

- promotion of library movement in the country and enactment of library legislation;
- improvement of library services;
- development of library science education and training and accreditation of library schools towards maintaining proper standards of education;
- betterment of salary, service conditions and status of library personnel;
- promotion of cooperation among libraries and library professionals;
- promotion of research and bibliographical studies;
- affiliation with state and other library associations;
- cooperation with international and other national associations with similar objectives;
- publication of serial and other publications for dissemination of information;
- providing a common forum by organising conferences, seminars and meetings;
- promotion and formulation of standards, norms, guidelines, etc., for management of library and information systems and their services.

### Organization

The membership of the Association comprises patrons, life and ordinary members, and institutional and associate members. The general body elects, for a two-year term, a President, Six Vice Presidents, a General Secretary and Council Members up to 20 at the rate of one representative for every 100 personal members, and one representative for every 40 institutional members. There are 11 Sectional Committees, one representative of each member state library

association and ex-Presidents of the Association are also members of the Council. An Executive Committee consisting of the President, one Vice-President, the General Secretary, the Treasurer, two Secretaries, P.R.O. and three Council members look after routine management. While the general body meets once a year, usually at the time of All India Library Conference, the council meets at least once in a quarter and the Executive Committee meets as often as necessary. The Annual Report and Accounts of the Association are passed at the General Body Meeting.

**Notes**



**Notes** Members, Subscription Rates are: Ordinary ₹ 100/-, Library Associations ₹ 750/-, Institutions ₹ 300%, Life ₹ 750/-, Patron ₹ 10,000/-.

The Association has a duly approved written Constitution. It has also framed some bye-laws to codify procedures.

### **Functions and Activities**

The functions and activities of ILA are as follows:

- **Conferences and Library Meetings:** An All India Library Conference is held every year at some place in the country. The host institution is a university, an institution or a local library association. A National Seminar, on one or more themes of importance and relevance is a part of the programme of the All-India Library Conference. In addition, national seminars on themes of topical interest are also held from time to time.



**Notes** The Association arranges lectures, round table discussions, etc., mostly in Delhi. A study circle meeting is held regularly once a month at Delhi for discussing technical subjects. It associates itself with libraries, other library associations, institutions, etc. in the programmes generally organized during the National Library Week in November each year.

- **Publications:** The Association brings out a quarterly journal entitled ILA Bulletin as an official organ and a vehicle for publishing learned articles contributed by professionals in the library and information science field. There is a scheme of awarding prizes such as PV Verghese Prize, for best article contributed to the ILA Bulletin. The Association published ILA Newsletter every month to disseminate information of current interest to members. Since 1978, the Association has been publishing regularly the proceedings of the All India Library Conference which includes the Seminar Papers discussed at the meeting.



**Caution** In the case of ad hoc seminars also, a pre-seminar volume carrying the papers is brought out. In 1985, it brought out the fourth edition of the Indian Library Directory. An ILA Members Directory was published in 1987. The Association brings out regularly its Annual Report and Statement of Accounts. It is expanding its publication programme at the present time. In 1995, a database NALANDA of over 10,000 libraries (5336 Academic, 1470 Public and 3280 Special) was created.

- **Continuing Education:** The Association has recently started a Continuing Education programme for the benefit of working professionals. It organized during the last decade a series of workshops in different cities on Computer Application to Library and Information Activities. More such programmes are planned for the future.

- Notes**
- **Consultancy:** The Association hook up and completed successfully a project for technical processing of about 35,000 volumes of a special collection for the Lal Bahadur Shastri (LBS) National Academy of Administration, Mussoorie. It took up a similar project, starting from November 1987 for the Indira Gandhi National Centre for the Arts.
  - **Professional Issues:** The Association takes up with the State Governments, at every conceivable opportunity, the issue of enacting library legislation in order to develop the public library system. It has been repeatedly sending memoranda persuading the State Governments to initiate action on library v legislation. It has been active in pursuing with the governments, with the University Grants Commission (UGC) and with other managements matters relating to betterment of salary grades, service conditions and status of library professionals. It took initiatives in drafting a national policy for library service and held a seminar on the topic, as a result of which, the Government of India appointed a Committee to prepare a National Policy on Library and Information System. During the All India Library Conference, a number of resolutions are usually passed on matters of professional interest and concern, which the Association takes up with appropriate authorities for implementation.
  - **Participation in Official Bodies:** The ILA was represented in the Seventh Plan Working Group on Modernization of Libraries and Informatics, which submitted its report in July 1984. The Committee on National Policy on Library and Information System prepared a draft in May 1986; and the Review Committee for considering salary scales of government librarians was constituted by the Government of India as per the recommendation of the Fourth Pay Commission. It was called upon to tender its opinion before the Mehrotra Committee which considered the salary scales for university library staff as well as the librarians under the Fourth Pay Commission.



*Did u know?* The ILA is also represented on the Raja Ram Mohan Roy Library Foundation, Good Offices. Committee, National Bureau of Standards, Executive Committee-2 (NBS) Section Committee on Documentation Standards, UNESCO National Commission and National Book Trust (NBT), World Book Fair Committee, etc.

- **Relations with Other Professional Bodies:** ILA plays a leading role in the Joint Council of Library Associations (JOCLAI) in India towards evolving a coordinated approach and a common strategy on professional issues of concern to all library associations. It has good working relations with IASLIC and state library associations.
- **International Activities of ILA:** ILA is a member of IFLA and the Commonwealth Library Association. It hosted the 1992 IFLA General Conference in Delhi. The International Conference on Ranganathan's Philosophy organized by ILA in November 1985 was an event of great significance. The ILA also organized the IFLA Universal Availability of Publications (UAP) Regional Seminar in October 1985 and FID/CR Regional Seminar in November 1985 in New Delhi.
- **Perspectives for Future:** The ILA is now firmly organized, with the confidence of the library profession assured, to carry on and expand its programmes and activities with a view to meet the hopes and aspirations of the profession and to serve the cause of librarianship and library service in the country.

#### **11.2.2 Indian Association of Special Libraries and Information Centres (IASLIC)**

The Indian Association of Special Libraries and Information Centres (IASLIC) was founded in 1955. It is a registered society with headquarters located in Calcutta. It was formed with the aim

of having an association in India similar to the Association for Information Management in the UK and the Special Libraries Association in the USA.

**Notes**

At a largely attended meeting of librarians held at Calcutta on 25th June 1955 under the Chairmanship of Dr. S. L. Hora, the idea of starting an all India association devoted to the progress of special libraries and information centres was mottled. Following this initiative, another meeting held on 3rd September 1955 formalized the decision to establish the Indian Association of Special Libraries and Information Centres (IASLIC). The spontaneous cooperation and enthusiasm shown by professionals in the formative period as well as dedicated efforts of some founding members have helped in laying a firm foundation for the association. Over a period of forty years and more, IASLIC has grown in stature and in range of activities and has been contributing in many ways to the improvement of special libraries and information centres in the country. It has earned recognition for its regular and systematic work all these years.



*Did u know?* IASLIC is composed of four kinds of members, namely Honorary Membership, Donor Membership, and Institutional Membership, Individual Membership (Donor, Ordinary Membership, and Life Membership).

## **Objectives**

IASLIC has the following major objectives:

- to encourage and promote the systematic acquisition, organization and dissemination of knowledge;
- to improve the quality of library and information services and dissemination work;
- to coordinate the activities and foster mutual cooperation and assistance among special libraries; information centres etc.;
- to serve as a field of active contact for libraries, information bureaus, documentation centres, etc.;
- to improve the technical efficiency of workers in special libraries, information centres, etc., and look after their professional welfare;
- to act as a centre for research special library and documentation techniques;
- to act as a centre for information in scientific, technical and other fields;
- to take such action as may be incidental and conducive to the attainment of the objects of the Association.

## **Organisation**

The general body of the members of IASLIC biennially elects 14 office-bearers and 20 members of the Council, which is the highest organ to formulate the policies and programmes of work. The Council appoints from among its members the Executive and Finance Committee consisting of 8 office-bearers and 4 members to manage the regular activities. Six Divisions are also constituted by the Council for each term. They are

- Documentation Services;
- Education;
- Publication & Publicity;
- Library Services;

**Notes**

- Documentary Reproduction and Translation;
- Cooperation and Coordination of Libraries.

**Functions and Activities**

The functions and activities of IASLIC are as follows:

- **Meetings:** IASLIC holds a biennial seminar and a conference in alternate years in different parts of the country at the venue of host organizations who are usually university libraries/ departments of library and information science, institutions, associations, etc. It has recently formed special interest groups devoted to areas like Industrial Information, Social Science Information, Computer Application and Humanities.  
They meet at the time of the annual conference seminar to discuss problems of common interest. IASLIC organizes from time to time *ad hoc* seminars, lectures, exhibitions, etc. It has study circles at Calcutta and other cities. The meetings of the study circles are held every month, wherein technical issues are discussed.
- **Publications:** The serial publications of IASLIC are IASLIC Bulletin (quarterly) established in 1956, annual subscription ₹ 300. It is the official organ and carries learned articles in library and information science. These are the IASLIC Newsletter (monthly) which disseminates information about the activities of the Association as well as other news of professional interest; and the Indian Library Science Abstracts (annual). It brought out the second edition of the Directory of Special and Research Libraries in India in 1985. It has brought out some monographs and one each of a manual, code and glossary. The Association brings out regularly its Annual Report and Statement of Accounts and Membership List. IASLIC gives best Librarian of the year and best Article in IASLIC Bulletin awards every year.
- **Education and Training:** In the past; IASLIC used to conduct regular training courses in foreign languages and in library science at graduate level. Now, it is engaged in a continuing education programme on topics like Computer Applications, Indexing, CDS/ISIS. It conducts short-term training workshops for the benefit of working professionals at Calcutta and at other places. Every year 3-4 workshops are being organized.
- **Bibliography and Translation Services:** IASLIC offers translation and bibliography compilation services to individuals and institutions on an on-profit basis. It maintains a library devoted to library and information science literature.
- **Professional Issues:** The Association strives to improve the standards of service in special libraries and information centres. In this connection, it has made attempts to evolve a code of ethics for librarianship. It brings to the attention of authorities issues which call for improvement and corrective measures. It concerns itself-in sound planning and development of library and information system and promotes suitable measures in this regard. It has taken Measures like drafting an inter library loan code for library cooperation. It has been quite responsive to the need for securing better salary scales, service conditions and status for library professionals. It brings together library and information professionals at all levels and speaks for them as a Whole on professional issues.
- **Relations with other Bodies:** IASLIC maintains a healthy relationship with the Indian Library Association and other library associations. It has taken a leading part in the formation of the Joint Council for Library Associations in India. It takes an active interest in implementing the common programmes of this Joint Council for Library Associations in India (JOCLAI). IASLIC is cooperating with the National Information System for Science

and Technology (NISSAT) by taking up specific assignments and projects. It is represented in Indian Standards Institution, Documentation and Information Committee (ISIIEC2) (now known as Bureau of Indian Standards).

**Notes**

- **Perspective for Future:** IASLIC has had satisfying accomplishments in playing a leader/coordinator role in the library and information field country. It now poised for assured growth and development in the period ahead for serving the cause of special librarianship in India.

### **Self Assessment**

Fill in the blanks:

6. The Indian Library Association was founded in 1933 at .....
7. The ILA Headquarters is in .....
8. The Indian Association of Special Libraries and Information Centres (IASLIC) was founded in .....
9. The serial publications of IASLIC are IASLIC Bulletin (quarterly) established in 1956, annual subscription .....
10. IASLIC holds a ..... seminar and a conference in alternate years in different parts of the country at the venue of host organizations.

## **11.3 Library Associations in other Countries: UK and USA**

In this section, Library Associations of two countries that is UK and USA has been depicted. These associations have a long and distinguished record of activities and service and have been pattern setters for the creation of national associations in many countries. These associations described in this section are the Chartered Institute of Library and Information Professionals (CILIP) (UK), Special Libraries Association (SLA) (USA), American Library Association (ALA) (USA), Library Association (LA-UK) and Association for information Management (ASLIB).

### **11.3.1 Chartered Institute of Library and Information Professionals (CILIP)**

The Chartered Institute of Library and Information Professionals is the leading professional body for librarians, information specialists and knowledge managers in the United Kingdom. CILIP's vision is a fair and economically prosperous society underpinned by literacy, access to information and the transfer of knowledge. The Chartered Institute of Library and Information Professionals is the leading professional body for librarians, information specialists, and knowledge managers in the United Kingdom. The organisation provides a selection of sub-groups, which cover various specialities within the profession. As well as support in job hunting, training, networking opportunities, accreditation of university courses, and represents the profession to other official bodies, e.g., Government. CILIP also provides support and approval of Chartership and Fellowship status to its professional members and of Certification for para-professionals. CILIP is the successor organization to the original (British) Library Association.

It has members both in the UK and in approximately 100 countries throughout the world. Its members work in all sectors, including business and industry, science and technology, further and higher education, schools, local and central government, the health service, the voluntary sector, national and public libraries. CILIP was formed in April 2002 as a result of the unification of the Library Association (founded in 1877) and the Institute of Information Scientists. CILIP is

**Notes** the only body in the United Kingdom to accredit university courses in library and information studies, and its Royal Charter empowers it to award Chartered professional status to Members who fulfil its professional criteria.



*Notes* CILIP is governed by a Council and an Executive Board, supported by a number of special Committees, Panels, and Boards. In 2008, CILIP included approximately 21,000 members and offered its services to approximately 15,000 people engaged in library and information work who are regular customers of CILIP Enterprises.

## History

It was formed in 2002 by the merger of the Library Association (abbreviated to LA or sometimes LAUK) – founded in 1877 as a result of the first International Conference of Librarians and awarded a Royal Charter in 1898 – and the Institute of Information Scientists, founded in 1958. Membership is not compulsory for practice, but members can work towards Chartered Membership which entitles them to the post nominal letters MCLIP, and subsequently toward Fellowship (FCLIP). Affiliated members can also obtain ACLIP upon completing certification. Honorary Fellowship (HonFCLIP or FCLIP (hc)), a qualification akin to an honorary degree, is granted to a small number of people who have rendered distinguished service to the profession.

## Functions

The functions of CILIP are as follows:

- CILIP accredits degree programmes in library and information science at universities in the UK, including Aberystwyth University, City University, London, Loughborough University, the Manchester Metropolitan University, the Robert Gordon University, the University of Sheffield and University College London.
- CILIP is perhaps best known to the general public for awarding the Carnegie and Kate Greenaway Medals for children's books.
- CILIP publishes a monthly magazine, CILIP Update, including listings of job vacancies. CILIP Update contains news, comment and features from the library and information sectors. Lisjobnet is the magazine's recruitment website, providing the latest online library and information jobs. CILIP also runs a publishing imprint, Facet Publishing. There are several local branches across the United Kingdom, 28 special interest groups and over 20 organisations in liaison including such bodies as the African Caribbean Library Association, the Librarians' Christian Fellowship and the Society of Indexers.
- CILIP hosts a conference every two years called "Umbrella" (containing 'LA' the acronym of the Library Association). Umbrella 2009 and Umbrella 2011 (July 12–13) were held at the University of Hatfield and Umbrella 2013 (July 2nd to 3rd) at the University of Manchester. The title is abbreviated from "Under One Umbrella" a Library Association event held every two years

## Role in LIS Education

CILIP's policy is to improve all aspects of professional practice through its work in education, maintaining a framework of universally recognised qualifications and providing a wide range of opportunities for CPD. In 2002, CILIP undertook a review of its qualifications framework. The new Framework of Qualifications was launched in April 2005. It is designed to be flexible and adaptable, as the areas will evolve and develop over time to accommodate changing needs.

It is appropriate to library and information professionals across the sector as a whole. As such it has a degree of overlap with the knowledge base of other professions.

**Notes**

The framework consists of four levels – certification, chartership, revalidation and fellowship. Certification provides recognition from the association for library and information work by para-professionals. Those who gain admittance to the Register of Certified Members are entitled to work towards Chartered Membership. There are two categories of applicant for Chartership: firstly para-professionals with over five years' experience; secondly those who have some evidence of training and have been working for two years.

Chartership is CILIP's standard for information professionals. Chartered members are entitled to use post nominal letters and describe themselves as qualified library and information professionals. All candidates for Chartership must work with a Mentor and demonstrate through their portfolio that they meet the required criteria. Chartership is not an academic qualification but recognition of the highest standards of professional practice. The individual makes a commitment to continued professional development. Normally applicants will have completed a degree in LIS and have been working for at least one year.

### **11.3.2 Special Libraries Association (SLA)**

Special Libraries Association is an international professional association for library and information professionals working in business, government, law, finance, non-profit, and academic organizations and institutions. While special libraries include law libraries, news libraries, corporate libraries, museum libraries, and medical libraries, and transportation libraries, many information professionals today do not actually work in a library setting. They actively apply their specialized skills to support the information needs of their organizations.

SLA was founded in 1909 in the United States. It is now an international organization with over 9,000 members in over 75 countries. SLA is organized by Chapters (geographic) and Divisions (topical) and special interest groups. The association has a CEO (employee of the association) and an elected President (mandate of one year). Janice Lachance has served as CEO since 2003.

Members of SLA typically possess a master's degree in library or information science. Given the rapid adoption of information technologies for selecting, analysing, managing, storing, and delivering information and knowledge, the average SLA member might be performing a range of services and employing a diverse mix of skills related to, but not exclusive of, library science. Association activities include conferences, professional education, networking and advocacy.

### **11.3.3 American Library Association (ALA)**

The American Library Association has the uniqueness of being the oldest and largest library association in the world. It was founded in 1876 with its headquarters at Chicago. A group of 103 library activists, at a meeting held in Philadelphia in the fall of 1876 to coincide with the nation's centennial celebrations, resolved on a motion moved by Melville Dewey, the father of librarianship; to form the American Library Association. ALA, thus born, has been a success story by dedicated efforts of eminent librarians who steered the Association in its formative periods, the ALA grew in strength steadily and became even in the early part of this century the national voice for library interests. Today, with a solid foundation, wide base, expanding programmes and activities and social impact, ALA plays a dynamic role to foster American library interests with great success.

#### **Objectives**

ALA is an organization for librarians and libraries with the overall objective of promoting and improving library services and librarianship and providing life-long services to all. It stands for

**Notes** user-oriented library and information, services. Its aim is to propagate library consciousness and promote the library interests of the country. It is there to work for intellectual freedom without the constraint of censorship and for free access to reading materials. The ALA is concerned with the profession, and the professional's interests.

### **Organization**

Any person, library or other organization interested in library services and libraries is admitted as a member and there is no geographical limit. ALA elects a President, a Secretary and other office-bearers. It is governed by a Council. The Executive Board is the management arm. It has at present 11 divisions such as those relating to adult services, school librarians, libraries for children and young, library education, reference and adult services, and resources and technical services as well as committees devoted to various other subjects. In some areas, there are well developed units working under the umbrella of ALA, but they are functioning as separate divisions, such as American Association of School Libraries, College and Research Libraries, American Library Trustee Association, Association for Library Services to Children Association, of Specialized and Cooperative Library Agencies, Library Administration and Management Association, Library and Information Technology Association and Public Libraries Association. Yet another tier in the structure of ALA consists of Round Tables, which are membership units dealing with aspects of librarianship outside the scope of a division.

### **Functions and Activities**

The functions and activities of ALA are as follows:

- The work of ALA is centred mainly on its divisions, committees and round tables. The Annual Conference of ALA is held usually in June in different cities of United States. A number of pre and post-conference seminars, workshops, etc., is also held at that time.
- From the very beginning, ALA focused its attention on standardization of library procedures, techniques, forms etc. In education and training for librarianship, its role has been mainly accreditation and setting up of proper standards. However, its activities under its continuing education programme are many. ALA has a creditable record in promoting and encouraging research, innovation, invention, etc. in the library and information science field. The library technology programmes have contributed significantly.
- ALA has been quite active in the passage of federal legislation in matters relating to library services. The Library Bill of Rights, Library Services Act of 1956 (amended in 1964), and legislations dealing with postal rates, copyright and funds for library services are examples of initiatives taken by ALA. It also takes interest in clarification of legislative issues whenever situation the warrants it.
- **Publications:** Its publication programme is large and impressive. It is directly responsible for the following serials. ALA Handbook of Organisations and Membership Directory (annual) ALA Yearbook American Libraries (11 issues) (1907) Previously ALA Bulletin Booklist (22 issues), Choice (11 issues) Library Technology Project (LTP) Reports (6 issues). Other units of ALA are also bringing out serial titles. Its ad hoc publications comprising monographs, manuals, guides, codes, handbooks, proceedings of annual conference etc. may extend to more than 2,000 titles and account for significant world library science literature.
- **Awards:** ALA has instituted several awards in the name of some eminent library scientists to encourage and recognize working professionals for outstanding performance and excellence in certain fields. For example, John Cotton; Dana Library Public Relations

Award; Clearance Day Award for promoting love of books and reading; Melvil Dewey Award for creative professional achievement; E. P. Dutton-John McRae Award for advanced study for serving the needs of culturally deprived children; Margaret Mann Award for achievements in cataloguing and classifications; and Ralph R. Shaw Award.

**Notes**

#### **11.3.4 Library Association (LA-UK)**

The Library Association (LA-UK) is another old and large library association like the American Library Association. It was founded in 1877 with its headquarters in London. It was founded as the Library Association of the United Kingdom at the conclusion of the First International Conference of Librarians held at Brussels in October 1877. Publication of the Monthly Notes commenced on 15th January 1880, and The Library was adopted as the official journal on 10th December 1880. On 30th January 1896, the name of the Association was changed to the Library Association. It was granted Royal Charter on 17th February, 1898. The Library Association Record commenced publication as the official journal of the Association in January 1899. It became a wholly professional association in 1962 when new bye-laws came into operation.



***Caution*** In spite of the proliferation of library associations, the Library Association has steadily advanced into its second century and it continues to be actively involved in promoting library interests in Great Britain.

#### **Objectives**

The objectives of the Library Association are primarily to unite all persons engaged or interested in library work and include promotion of the establishment and improvement of libraries, promotion of appropriate legislation; encouragement of research; better qualifications of librarians and raising of professional standards and conditions generally.

#### **Organisation**

The membership of the Library Association is over 24,000 and is open to all interested in its aims and objectives. However, the status of Chartered Librarian and the use of the title of Associate of the Library Association (ALA) are restricted to those who have successfully completed the courses and training of the Association prescribed for the purpose. Fellowship of the Library Association is given on submission of an approved thesis for outstanding service to librarianship. The Library Association has twelve regional branches, including the Scottish and Welsh Library Associations and twenty three special interest groups. The Library Association is governed by a 60- number council elected by the members and is advised by four main committees: Executive Coordinating, General Purpose, Library Services and Professional Development and Education.

#### **Functions and Activities**

Functions and activities of Library Association are as follows:

- **Conferences:** The Library Association holds an annual conference regularly. In addition, Branches and Groups arrange their own conferences; meetings and study schools. Printed proceedings usually result from these meetings.
- **Education:** From its earliest years, the Library Association has been organising courses for aspiring librarians, planning syllabus, conducting examinations, and maintaining a professional register. It has encouraged formation of library schools in the country. After the library schools were developed; LA's role as an examining body has diminished. But it still plays an important part in continuing professional education and training. It

- Notes**
- organizes an increasing number of short courses on currently important aspects of library and information science and carries on a continuing dialogue with library schools for maintaining high standards of library education. These are available at Book Point Ltd., 39 Milton Park, Abingdon, Oxon O X 14 4 TD (UK).
- **Library Legislation:** The role of the Library Association in promoting library legislation is acknowledged in all quarters. The Public Libraries Act of 1892, Public Libraries Act of 1919 and the revision of the bye-laws of the Public Libraries and Museums Act of 1964 were due to the initiatives of the Library Association. It has been active in clarifying issues arising from legislations, whenever situation warrants. The Library Association has to its credit many surveys conducted by it in regard to the public library system in the country.
  - **Library Research:** Research and development are also given prominence by the Library Association. It sponsors numerous projects on its own initiative and with its own resources. It also works with the British Library and ASLIB in several areas of research.
  - **Relations with other institutions:** The Library Association is represented in many official bodies and committees and has been offering advisory service and professional assistance in many programmes of library development. It had a role in the establishment of the British Library in 1973. The Library Association has helped the formation of the regional library system and promoted inter-library cooperation.
  - **Library Standards:** The Library Association has been advocating high standards of library service: It has evolved a code of ethics for the library profession. It has taken interest in evolving standards and guidelines of techniques, procedure, equipment etc. Though not working along trade union lines, the Association has been constantly striving for the betterment of salary, service conditions and status of library professionals.

### **Publications**

The Library Association has an impressive publications programme. The publications are brought out by, the Library Association Publishing Ltd. The serial titles of the Library Association are: Library Association Record (monthly) Journal of Librarianship (quarterly) British Humanities Index (quarterly) Applied Social Science Index and Abstracts (Bi-weekly) Library and Information Science Abstracts (Bi-monthly) (LISA) Current Research in Library and Information Science (three issues) Current Technology Index (monthly). It brings out from time to time monographs, directories and other occasional publications. One of the best seller of LA's publications is Walford's Guide to Reference Materials 6th edition, 1995 3 volumes. During the centenary year in 1977, it brought out a number of centenary volumes, out of which was a History of the Association by W.A. Mumford, 1977. Its annual publications are L.A. Yearbook and Proceedings of Public Library Conference.

### **International Activities of Library Association (U.K.)**

The Library Association collaborates with UNESCO, IFLA and FID and participates in their programmes towards international cooperation and exchange of experience and expertise. It assists the British Council in implementing its assistance programmes in developing countries. It organizes visits, study tours, fellowship programmes, etc., which are part of cultural exchange programmes. It is particularly active in relations with Commonwealth countries. It has helped to establish the Commonwealth Library Association.

### **Perspective for Future**

Since 1986, the Association has been considering its future development and in this connection two reports, Futures-1 and Futures-2, have appeared. With a creditable record of performance in

the past and a well-organized structure, the future of the Library Association is one of hope and promise.

**Notes**

### **11.3.5 Association for Information Management (ASLIB)**

You would like to know why this Association has come to be known as the Association for Information Management but yet uses the acronym ASLIB, which does not tally with its name at all. For this, you may have to go into its past. This Association was founded in 1926, as the Association for Special Libraries and Information Bureau (ASLIB) and earned a great reputation by its record of professional service. In 1983, however, the Association extended its activities, in tune with expanding dimensions of information and was renamed the Association for Information Management. But as the Association was well known as ASLIB; it continues the same acronym to represent its new name also.

The British Society for International Bibliography was merged into it in 1949. ASLIB has been instrumental in focusing on the importance of information in all spheres of national endeavour, particularly in the reconstruction period after World War II. By demonstrating its usefulness, ASLIB could secure the recognition of the British Government as a research association. The creation of the Office of Scientific and Technical Information, which was a forerunner to the British Library, was largely due to the spadework done by ASLIB.

#### **Objectives**

ASLIB aims to facilitate the coordination and systematic use of sources of knowledge and information in all public affairs and in industry and commerce and in all the arts and sciences. It aims to increase the contribution of information to the economic, social and cultural life of the community by the promotion of effective information management.

#### **Organization**

The membership of ASLIB is largely composed of corporate bodies, including industrial and business organizations, professional and learned societies, public, academic and national libraries, publishers and database providers. It has over 2,000 members, approximately a quarter of whom are in countries other than the UK. Further, personal members may account for only one fourth of the membership. It has branches in Scotland, the North of England and the Midlands. Subject groups have been formed in biological and agricultural sciences, chemistry, economic and business information, electronics, engineering, private view-data, transport and planning. There are also technical groups covering translations, informatics and computer application. A sub-group represents the interests of one-man-Bands (unit staffed by one person only).

#### **Functions and Activities**

Functions and activities of ASLIB are as follows:

- ASLIB regards itself as a resource for management. ASLIB's research role was abandoned in 1985. Its earlier record of research efforts is impressive. Consultancy service which ASLIB used to offer is now taken over by an independent unit in association with ASLIB. ASLIB concentrates now on information services to its members. In addition to referral service, ASLIB advises its members on practical aspects of information management such as online information retrieval methods and systems, library automation, networking and local area network; (b) application software, and; (c) modern library and information resource management.

- Notes**
- The Library of ASLIB holds 20,000 volumes relevant to documentation and information science and subscribes to several periodicals.
  - ASLIB keeps registers of specialist translators and indexes. It maintains an index of translations into English of articles on scientific and technical subjects.
  - ASLIB and its, various specialist groups organize from time to time conferences, seminars, study circles and such other meetings to discuss issues of current importance and relevance to library and information professionals. The papers presented at these meetings get published in ASLIB proceedings. The Annual Conference of ASLIB is devoted to a major theme and it is largely attended.

### **Publications**

The serial publications of ASLIB are:

- ASLIB Proceedings (monthly)
- ASLIB Booklist (monthly)
- ASLIB Information (monthly)
- ASLIB Newsletter (monthly)
- Index to Theses (annual)
- Journal of Documentation (quarterly)
- Netlink (3 issues)

### **Program: News of Computers in Libraries (quarterly)**

Forthcoming International Scientific and Technical Conference (quarterly) Technical Translation Bulletin (3 issues).

ASLIB's occasional publications consist of monographs, directories, reports, proceedings, bibliographies, etc. The publications of ASLIB have a wide recognition and appeal for their content and standard. For example, ASLIB's Handbook of Special Librarianship and Information Work (Edn. 5, 1985) is widely distributed and serves as a valuable guide for developing library and information services and systems

### **Education**

ASLIB organizes a number of short courses for both members and non-members. A wide range of topics are covered in the training programme. Most of them have practical value. In a year, as many as forty courses may be organized. On some topics, the courses are repeated many times. Attention is paid to courses in newly emerging areas. The training programme of ASLIB has earned recognition and is increasingly being taken advantage of.

### **Perspective for Future**

There has been a shift in emphasis in the objectives as well as in approaches to realize the objectives. Information management is now the core programme of ASLIB. Promotional role is less prominent. It is becoming a service centre. Nonetheless, ASLIB will continue to have its influence and impact in special library and library field in the UK and elsewhere.



*Task* List the various divisions of the American Library Association.

**Notes**

## **Self Assessment**

State whether the following statements are true or false:

11. CILIP is the leading professional body for librarians, information specialists, and knowledge managers in the USA.
12. CILIP hosts a conference every two years called Umbrella.
13. SLA was founded in 1919 in the United States.
14. The Library Association (LA-UK) was founded in 1877 with its headquarters in London.
15. ASLIB regards itself as a resource for management.



*Case Study*

### **Establishing Content Awareness Evaluation Criteria for Library Websites**

The recent years have seen the emergence of websites as an ideal medium through which knowledge and information can be disseminated very efficiently to every nook and corner of the world. Libraries also use their websites for disseminating information among users and to popularize their services. Content richness of library websites depends upon its collection, services, facilities, administrative support and updating policy etc. These features are collectively referred as content awareness of library websites. Content awareness indicates qualitative and quantitative aspects of information provided on the library websites. Evaluating library websites through content awareness is one of the methods for measuring usefulness of websites. In this case study, an empirical approach is used for the development of content awareness criteria of academic library websites.

The web appearance of academic library websites of India has been searched during June, 2009 and found that a few of the central universities and institutes of national importance do not have separate library websites. It is found that URL of Nagaland University Library website is not extractable due to use of JavaScript in Web page designing, though evaluative study of the Nagaland University Library website has been conducted. Except University of Delhi and University of Hyderabad, none of the central universities libraries have separate Websites.

The Web offers libraries the possibility to become disseminators of information through websites. The most effective library website appears to be the one that has a clear sense of purpose as well as a clear sense of users' needs. Therefore, an important aspect of planning and maintaining a website is to identify the likely users and to review their needs. Rozic-Hristovski, Todorovski and Hristovski reported about developing a library website and included a guide to library services and resources in 1997. In the early 1990s, Nielsen and Rubin pioneered the testing of websites to determine whether websites met users' needs. They adapted usability engineering techniques developed for computer software design and applied them to Web design.

*Contd....*

**Notes**

The usability is recognized as an important quality factor of any modern website. Usability testing has since become the focus of considerable attention both for commercial and academic Web sites. Usability tests revealed that the way material is arranged, labelled, and presented on the Web (the site's 'information architecture') has a major impact on users and their ability to operate a site effectively. Head and Fichter each furnished a good synopsis of usability testing and delineated the possible hazards for test givers and test takers which are likely to be encountered.

Norlin & Winters also provided an excellent "how to" guide aimed specifically at libraries and library staffs who wish to conduct usability testing. Avouris et al proposed the techniques for usability evaluation of a website and described their use. They discussed the applicability of the developed techniques in a wide area of Web based applications and their importance in the context of today's Web applications development. Most notably, Rubin's Handbook of Usability Testing and Dumas & Redish's a Practical Guide to Usability Testing provided invaluable ideas and input in the process of instrument development. Rubin outlined the four types of usability tests (i.e. exploratory; assessment; validation/verification; and comparison). He further promotes the User Centred Design (UCD) philosophy, and described five attributes common to organizations practicing UCD:

1. a phased approach that includes user input and feedback at all crucial points;
2. a multi-disciplinary team approach;
3. concerned management;
4. a "learn as you go" perspective; and
5. usability goals and objectives.

Additionally, Rubin offers a detailed overview of the entire process including all aspects of planning, budgeting, test design and execution, as do Barnum and Dumas & Redish. Dumas & Redish gave important insights into the interpersonal aspects of the testing process, such as the consideration given to human-computer interaction and the impact of certain behaviours on those giving and taking the tests.

Nielsen and Spool have created effective website design guidelines and provided extensive practical advice and hints. Nielsen developed heuristic evaluation method for quick, cheap, and easy evaluation of a user interface design and provided a list of ten recommended heuristics for usable interface design. Constantine, Morville and Rowlands also presented their viewpoints on good practices for design. McClements & Becker suggested that useful hints and design features must be included. Keevil developed Web Usability Index Checklist on the models provided by Ravden & Johnson and Chignell & Keevil which have a series of questions that could be answered with a "Yes" or "No". The Human Computer Interface (HCI) checklist of Ravden & Johnson has 120 detailed questions while Chignell & Keevil model have more than 180 questions. Fraser et al supplemented the literature by providing an important reminder about accessibility in the interface design with respect to users with disabilities, a feature curiously absent in many studies. Owen further emphasizes that accessibility should not be ignored in visual design of a site. Harley & Henke conducted an experimental analysis of two commonly-used methods for exploring the use of university based Web based resources: Transaction log analysis (TLA) and online site surveys.

Chisenga conducted a usability test for university libraries' home pages in Sub-Saharan Africa and concluded that libraries are mainly providing general information about themselves and its services on their home page. Battleson et al have given a comprehensive case study for usability tests of academic library website of University of Buffalo. Houghton

*Contd....*

shared his experience for designing and implementation process of developing an academic library website at De Montfort University (DMU) and gave practical guidance and advice. McMullen conducted an interview with users to find insight about users' behaviour with Library Web Interface for information seeking and revealed problems related to unclear terminology, proper use of colour, size, and location for navigational links, and the need for context sensitive help, built-in redundancy, and clear and consistent navigation. Rozic-Hristovski et al build CMK library website and evaluated the website by using Web server log files data whereas Milunovich explored the design and maintenance of Law library websites and described various design principles and identified elements that are typically included in such sites. Vande Creek conducted a usability analysis using a trilateral approach: usability testing, focus group sessions, and survey questionnaires for the Northern Illinois University Library website.

There is an effort for usability testing of virtual libraries by Allen for the University of South Florida, for a new interface design. There are few studies found for redesigning of library websites by applying usability approach. George evaluated the usability studies conducted for the redesign of website of Carnegie Mellon University library and found key weaknesses with respect to navigation, screen design and labelling, leading to more revisions and the final release. During evaluation he found that colour and graphics attract attention; font, labels, and placement increase visibility; chunking and leading with keywords increase readability; and consistency increases usability. Fang conducted a survey for Rutgers-Newark Law Library, to improve its design and content by using Google Analytics. By analysing the visitors' behaviour, changes were made to the library website and again compared which showed an improved. Craven explored the awareness levels of website developers in a supporting study for DISinHE (now TechDIS) between 1999 and 2000. Abels et al identified user based design criteria in websites and found that users' rate content and ease of use as more important than appearance. Vasantha Raju & Harinarayana analysed the usability features of thirty (30) library websites of top science universities and institutes around the world (list of world's top science universities published by the Times Higher Education Supplement).

Hider and Ferguson evaluated the information architectural qualities, given by Gullikson et al, of 20 Australian library websites by heuristic inspection which were compared with 10 retail websites and concluded the need of improvement and training. Holly dealt with the need, challenges, tools and methods for library Web content management and provided several case studies of library websites. Schaffner emphasized the need for good library Web interface and Online Public Access Catalogues (OPAC). Dinkelman and Stacy-Bates examined the availability and access mechanism of electronic books available in the websites of academic libraries in the Association of Research Libraries (ARL) and provided useful suggestions to improve it. Similar effort has been made by Rich and Rabine for electronic serials in academic library websites and Ganski for e-resources in theological library websites. Krueger et al. adapted Web usability techniques to assess student's awareness of their library websites by using a Web browser. They categorized various approaches according to students' preference and revealed that forty five per cent (45%) of the students utilized the library website as first tool of choice. Despite these studies in Web user interface design and evaluation of library websites, the user oriented content awareness testing or theoretical model are still rare (Clausen) and extensive theory of content awareness is yet to come. The present study is focused on the design, development and establishment of user oriented content awareness evaluation criteria of academic library websites.

The contents awareness of academic library websites of India has been evaluated as per the designed evaluation criteria. The 108 point scale has been divided in five grades each

**Notes***Contd....*

<b>Notes</b>	showing 20 per cent of the total. Grades are labelled Excellent, Very Good, Good, Average and Unsatisfactory. Central university (CU) library websites fall in "Excellent" and "Very Good" status of content awareness. Among twenty (20) Central Universities, two universities (10%), Central Agricultural University, Imphal and Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha do not have separate library websites, though both of the universities have websites. Five of the CU library websites (25%) have "Good" status of content awareness. Highest number of the CU library websites (40%) has "Unsatisfactory" status of content awareness whereas five CU library websites (25%) have "Average" status of content awareness. On analysing, it is found that highest number of CU library websites (65%) have obtained OWPC (Overall Website Performance Calculation) points below 43.2 which indicates there is a big gap between information availability in the libraries and information dissemination through web media. However, a separate study can be done to get the detail insight. There are only 25% CU library websites which have obtained OWPC points above 43.2 and these library websites are disseminating sufficient knowledge and information (whatever available) to users via web media i.e. higher status of content awareness. The CWPC (Criteria-wise Website Performance Calculation) points indicate content awareness at individual level only. It shows information availability and their content management in web media individually. The CWPC is an indicator to librarians and webmasters to show how they have managed information earlier and how they have to manage? It also reveals level of interest of librarians and webmasters in dissemination of information available in the libraries to its users. On the basis of OWPC points, it is found that 65% CU libraries of India must improve their web content awareness.
<b>Questions</b>	<ol style="list-style-type: none"><li>1. Write down the case facts.</li><li>2. What do you infer from it?</li></ol>

*Source:* [http://nopr.niscair.res.in/bitstream/123456789/11059/6/ALIS%2057\(4\)%20403-416.pdf](http://nopr.niscair.res.in/bitstream/123456789/11059/6/ALIS%2057(4)%20403-416.pdf)

## **11.4 Summary**

- Library Associations are learned bodies which foster a spirit of public service among their members, promote library services, protect the interests of their members and build up the image of the library profession.
- Membership is not confined to any country or to library profession.
- The Indian Library Association was founded in 1933 at Calcutta.
- All leading librarians of that period were instrumental in organising the conference, whose main aim was to form the Indian Library Association.
- The Indian Association of Special Libraries and Information Centre (IASLIC) were founded in 1955.
- The Chartered Institute of Library and Information Professionals (CILIP) is the leading professional body for librarians, information specialists and knowledge managers in the United Kingdom.
- The American Library Association (ALA) has the uniqueness of being the oldest and largest library association in the world. It was founded in 1876 with its headquarters at Chicago.
- The Library Association (LA-UK) is another old and large library association like the American Library Association.

- ASLIB aims to facilitate the coordination and systematic use of sources of knowledge and information in all public affairs and in industry and commerce and in all the arts and sciences.

**Notes**

## **11.5 Keywords**

***Associations:*** Gathering of people for a common cause or purpose.

***Conference:*** A conference is generally understood as a meeting of several people to discuss a particular topic.

***Continuing Education:*** Continuing education refers to any type of post-secondary education, used to either obtain additional certifications, or as credits required to maintain a license.

***Library Movement:*** Progressive development of libraries towards providing the public access to knowledge and information.

***Membership:*** Belonging, either individually or collectively, to a group. Some memberships may require a fee to join or participate while some do not.

***Objectives:*** A specific result that a person or system aims to achieve within a time frame and with available resources.

***Official Organ:*** A journal, newspaper or other publication representing a special group.

***Organisation:*** An organization (or organisation) is a social entity that has a collective goal and is linked to an external environment.

***Profession:*** A profession is a job that requires specific training and is regulated by certain standards.

***Seminars:*** A seminar is, generally, a form of academic instruction, either at an academic institution or offered by a commercial or professional organization.

***Standard:*** A Standard is a published specification that establishes a common language, and contains a technical specification or other precise criteria and is designed to be used consistently, as a rule, a guideline, or a definition.

## **11.6 Review Questions**

1. Discuss the objectives of library associations.
2. What are the functions and activities of library associations?
3. Explain the major objectives of IASLIC.
4. Describe the historical perspective of Chartered Institute of Library and Information Professionals.
5. Discuss the role in LIS Education in CILIP.
6. Write brief note on special libraries association.
7. Discuss the functions and activities of ALA.
8. Explain the International Activities of Library Association (U.K.).
9. Describe the organization aspect of ASLIB.
10. Highlight the serial publications of ASLIB.

**Notes**

**Answers: Self Assessment**

- |           |              |
|-----------|--------------|
| 1. False  | 2. False     |
| 3. True   | 4. True      |
| 5. False  | 6. Calcutta  |
| 7. Delhi  | 8. 1955      |
| 9. ₹ 300  | 10. Biennial |
| 11. False | 12. True     |
| 13. False | 14. True     |
| 15. True  |              |

**11.7 Further Readings**



*Books*

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## **Unit 12: Library Legislation**

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### **Objectives**

After studying this unit, you will be able to:

- Explain the concept of Library Legislation
- Discuss the history of Library Legislation
- Describe the need for Library Legislation
- Discuss the purpose of Library Legislation
- Explain the factors of Library Legislation
- Describe the components of Library Legislation

### **Introduction**

In the previous unit, we dealt with the concept of Library Associations in India, UK and USA. Library Legislation is, perhaps, the best and assured way of providing public library services in

**Notes** a democratic and free society. We shall discuss the ways in which a model public library bill can be formulated and shall also note what we expect out of a model public library act and how it should enable the libraries to function effectively for serving the public. The purpose of this Unit is to enable the students to comprehend basic expressions. At the end of this unit you should be able to understand the concept, history, need, purpose, factors and components of Library Legislation.

## **12.1 Concept of Library Legislation**

India became an independent republic in January 1950. It is a federal union of states, there being seventeen states and ten union territories. The form of government is democratic, with a president and two Houses of Parliament. The Upper House, or Council of States, is indirectly elected, the members being elected by the legislative assembly of each state. The Lower House, or House of the People, consists of 500 members directly elected by adult suffrage. Each state has its own legislature, directly elected. Certain legislative powers are retained by the central government, but education, the most important function so far as libraries are concerned, is reserved to the states, though there is a central Ministry of Education with coordinating powers, including that of making grants for specific purposes. These powers have been increased by the very large sums made available under successive five-year plans. The area of India is 1,262,275 square miles, and its population approximately 5 million.

This legislation means preparing the format of law or legislation. In the context of libraries, the Library Act means to give legal provision for establishing a library system, its maintenance, services, functions, right and management under any state or a national government. Library legislation is capable of regulating various organs of public library services. It is an instrument for the development of public libraries in a planned manner to ensure establishment, development and maintenance of libraries in a uniform pattern. It can help in promoting a sense of self-consciousness among the people who would feel it obligatory on their part to use services offered by the library. In the year 1850, the first library act was passed in Great Britain. At present, most of the countries specify free use of public library services.



### **Example: Delhi Public Library**

Another example of executive action is the Delhi Public Library. This was founded by joint action of the Government of India and UNESCO as a demonstration project applying Western concepts of book provision, furniture and equipment in a developing country. In the final terms of agreement between UNESCO and the Indian Government, the terms of reference for the project were set out. It shall provide a public library service for the people of the City of Delhi and shall be a model for all public library development in India, and in all other countries where similar development of public libraries can be undertaken. The library shall be designed to carry out the policy of the UNESCO Public Libraries Manifesto and to serve the needs of popular education.

The legal powers to take over the many private or association libraries are also limited. To bring them into the public sector would require separate legislation which is unlikely to be voted. In view of the numbers of such libraries, this is important. Given a government determined enough to create a nation-wide public library system, the position could, of course, be changed. There is a national Ministry of Education, and it could be given coordinating functions. In fact, the Advisory Committee of 1959 proposed this in the form of an All-India Library Advisory Council, with an executive committee nominated by the Minister of Education, and a secretariat consisting of a division of libraries in the Ministry of Education. It also suggested that the Government of India should contribute to the library funds of the state an amount equal to funds raised by property tax. Presumably, these proposals would require legislation at national level.

### **12.1.1 Characteristics of Library Legislation**

**Notes**

Some of the important characteristics of library legislation are given below:

- The library legislation must be simple and general. It should also allow future modification or development.
- It must be free from political influence or political changes.
- It must define the respective responsibilities of the local, state and national government.
- It must make the library service compulsory and free to one and all.
- It should create conditions for libraries to flourish.
- It must coordinate and control library activities in full recognition of the people to have free access to the information and knowledge.
- It must meet every interest of its reader.
- Different tasks can be assigned to different types of libraries based on specialization to ensure a better service to the community with the least cost.
- It also must take into account the other types of libraries.

### **12.1.2 Benefits of Library Legislation**

A Library Act provides the following benefits:

- Helps in the establishment of an organized network of public libraries.
- A sound administrative setup.
- Proper and continuous financial support.
- Coordination in administration and management of public libraries.
- Centralized services like purchase, processing, bibliographical and other services can be provided conveniently.
- Possibility of providing quality library service, at qualified hands, free of charge.

### **12.1.3 Functions of Library Legislation**

The Advisory committee for Libraries constituted by the Government of India (1958) proposed the following functions of library legislation:

- It should clearly define the government's responsibility in the matter of public libraries.
- Legislation should lay down the constitution and functions of the library authority at national, state and district levels.
- Legislation should provide an assured basis for library finance. There are two ways of providing a firm basis for library finance.

### **12.1.4 Role of Different Bodies in the Process of Enacting Library Legislation**

In the process of enacting the library legislation, the levying of library cess should not be the pre-condition. Otherwise, it will lose the support of the general public or other members of the

**Notes** society. The following roles can be played by different bodies in the process of enacting the library legislation in respective states.

- **Library Association:** The local as well as the state and national level library associations can lay down a strategy to get the public legislation passed. They can utilize various media and platforms to propagate the idea of library legislation. Members of the state assembly, especially the concerned ministers should be approached and be presented a strong case for library legislation. Indian Library legislation must provide all the support and guidance needed for the purpose.
- **Library Professionals:** The library professionals should make the general as well as the elite people aware about the significant role that can be played by the library. They should first do so through their services in the organization in which they are working and then through newspapers, radio, television, etc.
- **Elite Groups:** The elite have the responsibility of framing policies, procedures etc. As the leader of the society they also have the hidden responsibility to give the people the best they can. As such, considering the role that can be played by the library they should take upon themselves the responsibilities of awakening the general public about the library services, facilities, etc.
- **Political Leader and General Public:** Leaders, who matter in decision making, be given special attention in enacting library legislation. The general people should also give pressure to enact the library legislation.

### **Self Assessment**

State whether the following statements are true or false:

1. The library legislation must be simple and general.
2. The library legislation must not make the library service compulsory.
3. Similar tasks can be assigned to different types of libraries based on specialization to ensure a better service to the community with the least cost.

## **12.2 History of Library Legislation**

In ancient India learning was the concern of the Brahmin and the common man had to depend for his enlightenment on the spoken words of gurus. General people were also accustomed to this oral tradition of learning and, as a result in ancient India there was no tradition of public library legislation.

### **12.2.1 Before Independence**

Pre independence India shows some of the significant steps in implementing the library legislation, which can be summarized as follows:

- **The Press and Registration of Books Act (1867):** The Press and Registration of Books Act was passed in 1867 for the British India. This Act was for the regulation of printing-presses and newspapers for the preservation of copies of books and newspapers printed in India and for the registration of such books and newspapers. It helped some specific libraries to get some copies of books free of cost and to maintain a continuous catalogue of early printed books in the country. In terms of this Act, the publisher or the printer of every book or newspaper was to send a copy of the book or newspaper to the Secretary of state for India, another copy to the Governor General in Council and still another to the local government.

1. **Funds for the encouragement of literature (1898):** Literature Funding is a unique funding scheme which takes writers, playwrights, poets, storytellers and their work to every corner of the society. Literature Funding financially supports large number of events a year in schools, libraries, writers groups, prisons, hospitals, community groups, museums, arts centres and festivals throughout. The aims are to support writers; improve access to literature; encourage reading and creative writing; and to place literature at the centre of cultural life of Scotland. Libraries are funded through a wide combination of sources, the most significant which is usually local or municipal funding. The citizens who use a local library support it via the city or country government, or through an independent library district, which is a local government body that has independent leadership and may levy its own library tax. Local funding may be supplemented by other government funding. Library "friends" groups, activist boards, and well organized book sales also supplement government funding. Funding has always been an important part of the definition of a public library. However, with local governments facing financial pressures due to the Great Recession, some libraries have explored ways supplement public funding. Cafes, bakeries, bookstores, gift shops and similar commercial endeavors are common features of new and urban libraries.
2. **Imperial Library Act (1902):** An Act to confirm and validate certain indentures made between the Agricultural and Horticultural Society of India and the Calcutta Public Library, respectively, and the Secretary of State for India in Council.

**Notes**

Whereas an indenture, a copy whereof is set forth in the first schedule, was expressed to be made, on the tenth day of April, 1901, between the Agricultural and Horticultural Society of India, of the first part, the president and members for the time being of the said Agricultural and Horticultural Society, of the second part, and the Secretary of State for India in Council of the third part;

And whereas an indenture, a copy whereof is set forth in the second schedule, was expressed to be made, on the twentieth day of December, 1901, between the Calcutta Public Library, of the first part, the vice-president for the time being of the said Calcutta Public Library, of the second part, the members for the time being of the Council of the said Calcutta Public Library, of the third part, and the said Secretary of State in Council of the fourth part;

And whereas the said indentures respectively purport to grant and transfer, for consideration, unto the said Secretary of State in Council absolutely the land described therein, or in the schedules thereto, respectively, and the building, with out-buildings, known as the Metcalfe Hall, situate in the town of Calcutta in the territories administered by the Lieutenant-Governor of Bengal;

And whereas the said Agricultural and Horticultural Society and Calcutta Public Library have been registered as societies under the 60.Societies Registration Act, 1860 (21 of 1860);

And whereas it is expedient that any doubt as to the legal effect of the said indentures should be removed, and that the said indentures should be confirmed and declared to be valid and binding in law for all the intents and purposes expressed therein respectively, and especially for the purpose of vesting the said property in His Majesty absolutely so as to be made available for the purposes of an Imperial Library to be established in the said town of Calcutta, or for any other use or purpose to or for which the same may be, or may be intended to be, hereafter applied.

3. **Model Library Act (1930):** Dr. S. R. Ranganathan was the first person in India who ever thought about the need for library legislation in 1925 after returning to India from England. He drafted a 'Model Library Act' and presented it for discussion at the First All Asia Educational Conference, which was held in Banaras on 27-30 December 1930. The

**Notes**

participants of the conference were fully convinced with the advantages of draft legislation and the views of Dr. S. R. Ranganathan. This 'Model Library Act' was published by the Madras Library Association during the year 1936. He later on amended the draft Act twice—once in 1957 and again in 1972. This Model Library Act was introduced in the shape of Bill in the Madras Assembly in 1933, through Mr. Basher Ahmed Sayeed, the member of the Assembly an enthusiast of public library system.

Salient features of Dr. S. R. Ranganathan's Model Library Act are: -

- ❖ Except the Kerala Public Libraries Act, 1989, all the Acts, which have passed in India during the years 1948 to 1990, have the influence of Model Public Libraries Act drafted by Dr. S. R. Ranganathan.
- ❖ Dr. S. R. Ranganathan made persistent efforts for getting the library Acts passed by various States in India and dreamt of having it a land of libraries. He prepared a number of Model Bills for various States. Following is a list of them: -
- ❖ He also prepared a Model Union Library Bill in 1948 and redrafted it in 1957.

India got the first Public Library Act through the ceaseless efforts of Dr. S. R. Ranganathan. For the first time the Public Library Act was passed by the Madras Legislature in 1948. There is an interesting story behind the success of getting the Library Bill enacted in the third attempt in 1946 although the two attempts made earlier had failed. The first attempt was made by Janab Basher Ahmed Sayeed when he introduced the Bill in Madras Legislature in 1933 but it could not get through as the Madras Legislature was dissolved in 1935. A second attempt was made in 1938 but later on the World War-II began and the Bill could not be adopted. In 1946, Mr. Avinashalingam Chettiar, who was an old student of Dr. S. R. Ranganathan, became the Education Minister in Madras State. One day, Dr. S. R. Ranganathan took a copy of the Model Library Act and went to meet the Minister at his house after his usual morning walk. The Minister was surprised to see his "Guru" early in the morning and enquired about the purpose of his visit. Dr. S. R. Ranganathan replied that he came to demand his "Gurudakshina". When the Minister promised to offer the same, Dr. S. R. Ranganathan gave a copy of Model Act and expressed his wish to have it enacted into a law during his tenure as Minister. Mr. Avinashalingam Chettiar piloted the Bill and got it enacted in 1948.



*Did u know?* Dr. S. R. Ranganathan drafted a "Model Library Act", which was presented at the All Asia Educational Conference held at Banaras in 1930. In 1942 on the request of ILA, Dr. S. R. Ranganathan drafted another bill called 'The Model Public Library Bill'.

### **12.2.2 After Independence**

The major steps in implementing library legislation in the post-independence era are as follows

- ***Imperial Library Act (1948):*** In 1948, the Government of India passed the Imperial Library (change of name) Act. By this act the Imperial Library of Calcutta (Kolkata) became the National Library (of India).
- ***Delivery of Books (Public Libraries Act) 1954:*** In 1954, Indian parliament passed Delivery of Books and Newspaper Act which was further amended as the Delivery of Books and Newspaper (Public Libraries) Amendment Act 1956 to include serials as well.
- ***Model Library Act/Bill (1963):*** A library bill was also drafted in 1963 by a committee under the chairmanship of Dr. D. M. Sen. Then in 1972 revision was made to the model library act of 1930. Another model public libraries bill was prepared by the library legislation subcommittee of the Planning Commission in 1966.

### 12.2.3 A Brief Account of its Present Position in India

Notes

India attained freedom in 1947 and became a Republic in 1950. For facilitation administrations, it now has a National Capital Region of Delhi, 28 States and 6 Union Territories after Independence. Even before Independence, Kolhapur Princely State, in the Western India passed Public Libraries Act in 1945. Since independence of India the following States have passed Public Libraries Acts.

The credit of enacting a library act for the first time in India goes to the Kolhapur princely state of the present Maharashtra in 1945. The act is presently non-functional. In India, nineteen states have so far enacted library legislation and the rest are providing library services without legislation. The list of the nineteen Acts is given below:

01. 1948	Tamilnadu	11. 2001	Odisha
02. 1960	Andhra Pradesh	12. 2000	Gujarat
03. 1965	Karnataka	13. 2005	Uttaranchal
04. 1967	Maharashtra	14. 2006	Rajasthan
05. 1979	West Bengal	15. 2006	Uttar Pradesh
06. 1988	Manipur	16. 2007	Lakshadweep
07. 1989	Haryana	17. 2008	Bihar
08. 1989	Kerala	18. 2009	Chattisgarh
09. 1993	Mizoram	19. 2009	Arunachal Pradesh
10. 1993	Goa		

Source: [http://rrrlf.nic.in/lib\\_legislation.asp](http://rrrlf.nic.in/lib_legislation.asp)

So far, only half of the States of the Indian Union have successful passed the library legislation. However, in the coming few years, there is greater possibility for a library law being enacted in the remaining States. Out of these the enactment of Public Library Law at Pondicherry State is in the fore front.

### Self Assessment

Fill in the blanks:

4. The ..... Act was passed in 1867 for the British India.
5. The credit of enacting a library act for the first time in India goes to the ..... princely state of the present Maharashtra in 1945.
6. India attained freedom in 1947 and became a Republic in .....

### 12.3 Need for Library Legislation

The public library should serve as a local information centre making the sources of knowledge readily available to the public. Public libraries should stimulate neo-literates, semi-literates, non-users to become readers, and serve the population with knowledge and information. It is recognised that 'freedom, prosperity and the development of a society, and of individuals, are fundamental human values.' These values can be attained through well informed citizens, who will be shaped through utilisation of public libraries. It is recognised all over the world that education including the provision for free public libraries is the responsibility of the Government at National, State and Local levels. A public library is the "People's University".

In the process of evolution, our country had established good number of public libraries maintained by local bodies and voluntary organisations, arid some libraries through subscriptions. But these libraries could not grow on modern lines because:

- Notes**
- They were started mostly with voluntary efforts and had meagre funds to meet information needs of the people.
  - The financial support through subscriptions or through public donations could not provide viable services;
  - The governance and management of these libraries were on ad hoc lines without any structure and resources;
  - Very limited services were provided that too to members;
  - They had no stability nor scope for growth;
  - They functioned only as long as the initial enthusiasm of the founders remained, thereafter these libraries slowly decayed.

In modern times, the public libraries must provide services with certain standard, and with an objective of reconstruction and development of a society. They cannot be achieved only through individual munificence. A library service on sound lines requires library legislation to get a perennial source of income. Library leaders, public men, and scholars, have realised that the only way to establish and develop a public library system is through public law. Pioneers and men of vision like Edward Edwards, Dr. S. R. Ranganathan and many others spared no efforts to bring about library legislation in their respective countries.



*Notes* The UNESCO public Library manifesto 1994 emphasises that "Public Library is the responsibility of Local and National Authorities. It must be supported by specific legislation and financed by National and Local Governments." So, a public Library is to be maintained efficiently and permanently with uniform, pulsating and integrated library service with properly laid out network of library system.

A simple executive order of the State Government will not be able to maintain sound system however good it might be, and at the same time executive orders cannot generate finances. With the ever growing needs, and the escalation of prices, the task in financing will be more difficult. Finance needed for the rising and growing services will be possible only with a State Legislation and library cess.

In brief, the reasons for legislation can be summed up as under:

- It will constitute a proper administrative and supervisory body with executive powers;
- It will provide a well organised library system for the state, district and up to the remote village level with free access to all the citizens.
- It will provide a steady and permanent source of finance;
- It will maintain standards in library service;
- It will be obliged to meet the objectives and remain accountable.

Finally, it is to be noted that library and information service is a crucial factor in the national development for meeting learning needs of the masses.

Thus, it is only through a State Public Library Act that a public library system could be created, sustained and promoted, ensuring a smooth financial flow, properly governed and managed to provide modern library services to all.

### **Self Assessment**

State whether the following statements are true or false:

7. Public libraries should stimulate neo-literates.

- |   |              |
|---|--------------|
| 8. A library service on sound lines requires library legislation to get a perennial source of income. | <b>Notes</b> |
| 9. Legislation will provide a temporary source of finance.  |              |

## **12.4 Purpose of Library Legislation**

Provision of public library service is a natural corollary to the democratic way of life. Free communication is essential for the preservation of a free society and creative culture. A public library expects its users only to spend time and not money for the utilization of services. In that situation, the question arises from where will the finance come? It has been experienced that public library service can be effectively offered only through legislation. The purposes of Library Legislation are as follows:

- A law helps in creating necessary conditions under which public libraries can be established nationwide.
- To put the public library on a sound and sure financial footing by way of levy of library tax.
- To make the public library independent from subscription, donation or private gift and to save the library from political influence.
- For a sound administrative setup permanent, uniform, efficient, balanced and coordinated library service and also for proper line of growth.
- To solve the problem of land, building, legacies, etc.
- For centralized services like acquisition, processing, etc.
- To promote library movement in the country.
- To enunciate a national library policy and to help build up a national library system.
- To provide financial and technical assistance to libraries.
- To provide financial assistance to organisations, regional or national engaged in the promotion of library development.
- To publish appropriate literature and to act as a clearing house of ideas and information on library development in India and abroad.
- To promote research in problems of library development.
- To advise the government on all matters pertaining to the library development in the country.

The library legislation has the provision of financial support to the public libraries, but the provision to be made in library legislation would depend upon the social, political and economic environment. There are mainly two ways of making provision of finance to public libraries through library legislation. They are

- Annual budget allocation by the state out of its total funds with capital grants from central government.
- Levying of library cess with a matching grant from the state government.

## **Self Assessment**

Fill in the blanks:

10. Provision of public library service is a natural corollary to the ..... way of life.

- Notes**
11. The library legislation has the provision of ..... support to the public libraries.
  12. Public library service can be effectively offered only through .....

## **12.5 Factors of Library Legislation**

Dr. S. R. Ranganathan recognized the following factors of Public Library Act.

- a) **Preliminaries:** The description of all the terms used in the act and the brief title of the act are under this component of library Act.
- b) **Top Management:** It discusses the issues relating to the management of the libraries that will fall under the jurisdiction of the Act, such as who will manage the libraries. It is the second component for consideration.
- c) **Library Committee:** To give suggestions to the library authority (top management) and to the librarians, a committee is to be constituted. The library Act should clearly mention who will be the members of such library committees, what are their functions, rights, qualifications, responsibilities, etc.
- d) **Finance:** The Act should mention clearly-
  - ❖ Rate of library cess/Local extra tax or surcharge;
  - ❖ Goods on which tax will be levied i.e. vehicle, land, house, other properties, etc.;
  - ❖ The method of receiving the cess from the public;
  - ❖ Checking of received money through cess;
  - ❖ Other sources of finance;
  - ❖ There should be a component in the library Act itself to maintain all the records of accounts and audit from time to time. The appointment of staff, categories of the staff, pay scale, service condition and working period should also be mentioned in the Act.
  - ❖ The laws, rules and by laws should be mentioned in the Act.

## **Self Assessment**

State whether the following statements are true or false:

13. The appointment of staff, categories of the staff, pay scale, service condition and working period should not be mentioned in the Act.
14. The description of all the terms used in the act and the brief title of the act are under this component of library Act.
15. Top Management is the second component for consideration.

## **12.6 Components of Library Legislation**

The Public Libraries Act, which is to be operated in Indian conditions, should have the following components:

1. **The PREAMBLE** of the Act should clearly spell out the objectives of library legislation and therefore, it should be precise and explicit.
2. **State Level Authority:** The Act should have the provision for the constitution of a Board as the State Library Authority. The Minister-in-charge of libraries should be the State Library

Authority, charged with the duty of implementing the Act. It will be his duty to supervise and promote the improvement of the library service, provided by the library authorities and to secure proper discharge of their functions. It shall be his statutory duty to establish, equip, administer a State library system, providing comprehensive and efficient library service, free of charge, to all the citizens in the State.

**Notes**

3. **Chief Executive of the State:** In this Act, the Chief Executive at State level shall be called the Director of Public Libraries; who should be an information science professional. The Director shall supervise and control the public library system of the state, with the guidance of the State Library Authority.
4. **Network of Libraries:** The act should provide for establishment and functioning of public libraries as a pyramidal structure from village, or even a hamlet level, to the state level via the districts covering towns and tehsils, etc.
5. **Financial Clauses:** The Act should spell out financial sources to ensure a regular flow of funds and their deployment. There should be a provision in the Act to collect library cess from all possible sources. Dr. S. R. Ranganathan, a pioneer in library legislation in India, advocated for the provision of library cess in the Model Acts. He incorporated the provision of library cess in all Acts he had drafted in his lifetime. The Advisory Committee for Public Libraries headed by Shri K. P. Sinha, examined this issue and opined that "in spite of a strong body of opinion against library cess, the Committee has come to the conclusion that only a cess can provide a stable base for library finance."



*Caution* It is to be recognised that the levy of library cess is essential for a planned and systematic growth of an authority through assured and established financial resources.

6. **Manpower:** A provision should be made to create a cadre of State Library Service, and all the members of the said service should be Government servants, and their recruitment and conditions of service should be as per provisions of the Article 309 of the Constitution of India.
7. **Accountability:** The activities and accounts of the Public Library System shall be open to public inspection, supervision and as per official audit rules.
8. **Registration of Books:** There must be a provision for the registration of books and periodicals published in the State under the legal deposit rules.
9. **Rules:** Rules should be made by the State Library Authority for all the sections and for smooth functioning, administration and control of the offices and the staff.

Thus, if you examine the Model Library Act, you would see that it encompasses a wide range of activities. If you analyse, you will find that Model Library Act has the impact of Ranganathan's Five Laws of Library Science viz.,

- Books are for use
- Every Book his/her Reader
- Every reader his/her book
- Save the time of the Reader
- Library is a Growing Organism

These laws provide not only a succinct statement of library's professional activity, but also form a set of guidelines for the management of libraries.

**Notes**



*Task* List the informational headings of a Model Public Library Act.

**Self Assessment**

Fill in the blanks:

16. The ..... of the Act should clearly spell out the objectives of library legislation.
17. The Chief Executive at State level shall be called the ..... of Public Libraries.
18. ..... should be made by the State Library Authority for all the sections and for smooth functioning, administration and control of the offices and the staff.



*Case Study*

**A Government Mandate for School Libraries in Sweden**

For many years in Sweden, the school library was ignored by authorities, by principals, and by most teachers. Nevertheless, throughout those years, many people were working to establish the school library as a well-developed and effective resource to support students in their learning. These people wanted a new and enhanced role for school libraries in education. For this to happen there would need to be a number of changes: further training, development projects of various kinds, attention at different political levels and in the media, and, last but not least, legislation that supported the new role for school libraries. The new Education Act of 2010 made the school library mandatory. Head teachers and policy makers on both school and municipality level were required by law to establish school libraries. This was a new situation in the country, even for school librarians and teachers. The Education Act made it clear that all students in primary schools, compulsory schools, special schools, Semi schools, secondary schools, upper secondary schools and independent schools must have access to school libraries. The big difference from the previous inclusion of school libraries in the Library Act is that all students, regardless of type of school, are covered by the Act. Many library associations were involved in lobbying activities to reach this result. Another important contribution to the result was the advocacy created by school library development projects, funded by the Government of Sweden through the National Authority for School Improvement, which helped school libraries to become a more active part of school development. The initiatives that led to the school library projects came from enthusiasts from the university world, from school library organizations, and from governmental organizations and municipalities.

Since 1996 the School Library Act was included in the Library Act. The 1996 Act was very vague and committed to nothing. Leaders in the school library field wanted the school library to be part of the Education Act and to be more specific. Although the school library legislation was weak, there was considerable ongoing activity related to enhancing the role of the school library.

The National Authority for School Improvement, founded in the new millennium as an agency of the government department for education, started a project with a focus on the school library. The purposes of the Room for Language project were to support the

*Contd....*

environment for reading and writing in schools and to develop the pedagogical role of the school library. Room for Language focused on two principles:

1. to support a developmental process in the school based on its own needs and conditions, and
2. to support this development through courses and pedagogical dialogue.

The Room for Language project included a school development part, "Time for Learning," and a research part, "Learning via School Libraries." The research, conducted by Dr. Louise Limberg and other members of LinCS, contributed to a deeper understanding of the role of the school library in school development. The LinCS research centre is located at the University of Gothenburg and funded by the Research Council of Sweden. School library advocacy work in Sweden and elsewhere has been informed by LinCS research studies focusing on information literacy, on students' ways of interacting with information systems and personal resources as well as educators perspectives on interacting with and collaborating with others.

The experiences from Room of Language pointed out that school development required more than personal resources, material resources, and time resources. What was lacking was cooperation between teachers and school librarians and also the engagement of the principals. Such were the thoughts that led to three more school library projects funded by the Government of Sweden through the National Authority for School Improvement: Searching Communicating Learning, SMiLE, and Many SMiLE. The purpose of the three projects was that the school library, through the growth of knowledge and through pedagogical discussions, would become a more active part of school development. The initiatives for the projects came a variety of actors: from the university world, from school library organizations, from governmental organizations and municipalities, all represented by many enthusiasts. The library associations played an important role in these projects.

#### **The University Actor**

One actor working to get resources for school library development was the university world. In southern Sweden there has been a lot of cooperation between the municipal school library field and the university. The University of Malmö had courses for school librarians, called "The School Library." Initiatives were taken by staff from the university and from the municipality of Malmö to ask the National Authority for School Improvement to develop nationwide courses and other development projects. They talked especially about the need for further education for teachers and librarians. These initiatives resulted in a project with teachers and school librarians working together on school development. Unfortunately, the school library aspect of the project faded away, a fate we have seen many times: when the classroom and the school library meet, the classroom usually wins. That experience showed how hard it is to work with the pedagogical role of the school library: either the discussion ends with the pedagogics in the classroom or with the administration of the school library. Even when the contacts came from the teacher education at the university, there were no real discussions of the pedagogical role of the school library.

IASL had its conference in Malmö in the year 2000 as a cooperative project between the university and the municipality. Sweden's school library associations (the South School Library Association, The National School Library Group, and The Swedish Library Association's Practice Group for School Libraries) played a very important role. On the platform offered by the IASL conference, the different actors from within Sweden (national governmental, university, municipality and library associations) could meet and be inspired by international authorities in the school library field. After the conference, staff from the university asked the National Authority for School Improvement once again to start

#### **Notes**

*Contd....*

**Notes**

development projects for school improvement via school libraries. They wrote a plan for the project Searching Communicating Learning where “walking/following a path of learning” was the method. Participants in the project would have one gathering per semester at the university as well as meetings and net based work with mentors in between the university gatherings, and they would focus on development work in their own school. The goals of Searching Communicating Learning were:

1. to strengthen the cooperation between teachers and librarians
2. to increase their competence in the field of information literacy
3. to support the principals in their responsibility for school improvement and role of the school library in that development.

The project application was grounded in many governmental texts, for example, in the reports from Room for Language. Two years passed by: a lot of contacts were made, a lot of networking started, and many persons were engaged in the issue. At the University of Malmö, more courses in school librarianship were developed. Seminars with three gatherings of three hours called “School Library” were offered to teacher students and several offerings from “The Regional Development centre” were developed for school librarians. Contacts with the Network for School Library Centres were made, and a plan for the desired project was discussed. Then, suddenly the dreams were fulfilled. The National Authority for School Improvement gave the responsibility for Searching Communicating Learning (for senior upper secondary schools) to the University of Malmö, for SMiLE (for comprehensive schools) to the University of Kristianstad, and later on for Many SMiLE (for comprehensive schools in multi-cultural communities) to the City of Malmö.

**The Municipal Actor**

The second actor in Sweden’s school library advocacy was the municipalities, in particular those in southern Sweden. The 2000 IASL conference, held in Malmö, was a very good starting point for developing close and intense cooperation for lobbying for school library development. IASL, IFLA, the Swedish Library Association, Swedish Arts Council, the Danish School Library Association, Malmö University, Sweden’s School Library Association South and the local and regional libraries supported the conference, together with the City of Malmö. The school library was on the agenda! Sweden’s first local School Library Association South had been founded 1997/98, inspired by connections with international associations; also the Network for School Library Centers was very active. Initiatives from these actors and from the National School Library Group led up to submitting a letter to the minister of education outlining three areas of school library development that required governmental action:

1. inclusion of the school library in the Education Act
2. governmental support to school librarians
3. a national school library center.

Soon after this letter had been submitted, the writers were invited to an audience with the minister’s secretary. The minister was hooked! Over the years, there had been many contacts with representatives for Danish school libraries, both with individuals and with The Danish School Library Association. The Danes could inspire the Swedes: they had an Act making school libraries mandatory; they really focused on the pedagogical role of the school library which they called the learning centre; and they worked intensively with ICT and production facilities. In 2005 a network called Mind the Gap started with the support of the National Authority for School Improvement. Mind the Gap included

*Contd....*

participants working with school libraries on different levels; the Network for School Library Centers was the core team. The focus of Mind the Gap was education in school library programs for teachers and principals. The network worked with plans for school library development projects and created draft models that were later put into practice in three school library development projects: Searching Communicating Learning, SMiLE, and Many SMiLE. The draft models were grounded in an earlier project from Room for Language, a project called Playing Communicating Learning for cooperation between preschools and public libraries. Mind the Gap ended when the Authority gave the responsibility for Many SMiLE to the City of Malmö. Many SMiLE was part of a larger project on multiculturalism; Malmö is a town with a lot of immigrants and a lot of different languages. In the Many SMiLE project, the focus was on language development and inclusion with the school library as the driving force.

**Notes****The Library Associations as Actors**

All of the Swedish library associations mentioned in this case study have been lobbying for better conditions for school libraries, for research and development in the school library field, for education and support to school librarians, and for mandatory school libraries in the Education Act. They have been lobbying in parliamentary and governmental organizations, they have invited to conferences and seminars, they have written articles, and they have contacted different media outlets to create a platform for advocacy. The Network for School Library Centers and the National School Library Group have played a most important advocacy role here. They have written letters to the minister of education, they have met with him and his secretary, and they have been very strong lobbyists for the 2010 Act. Once the Act was passed, they followed up on the Act. [Could you give an example or two of how they followed up on the Act?] The State School Inspection, which has regulatory responsibility over all schools, issued a memorandum outlining the main areas to be inspected:

1. access to school libraries, purely geographical
2. material stocks
3. the library as a tool to help achieve the educational goals of the school.

In connection with the inspections, the Swedish Library Association and the National School Library Group began mailings with the memorandum included to all the principals all over Sweden. This is perhaps the most massive information campaign promoting school libraries ever in Sweden. The effect of diffusion of the memorandum and regulatory inspections remains to be seen.

Different kinds of library associations can play an immense advocacy role, but working together with actors from outside the library world is important when the goal is to achieve changes in regulations and laws. With help, support and inspiration from international library associations, the Swedish associations succeeded in getting the school library included in the Education Act. The actors in the advocacy and lobbying efforts of people from different library organizations, associations and institutions and from non-library groups, working at various levels, in diverse contexts, with different backgrounds—all wanted to put the school library on the agenda. Their different perspectives and experiences helped to make the change possible. Working together is necessary to create change.

**Questions**

1. Write down the case facts.
2. What do you infer from it?

*Source:* [http://schoollibrariesontheagenda.files.wordpress.com/2013/07/bsla\\_ifasl-iasl\\_sweden\\_case\\_study\\_2013\\_final.pdf](http://schoollibrariesontheagenda.files.wordpress.com/2013/07/bsla_ifasl-iasl_sweden_case_study_2013_final.pdf)

Notes

## **12.7 Summary**

- Library Legislation is an instrument for the development of public libraries in a planned manner to ensure establishment, development and maintenance of libraries in a uniform pattern.
- The legal powers to take over the many private or association libraries are also limited.
- The credit of enacting a library act for the first time in India goes to the Kolhapur princely state of the present Maharashtra in 1945.
- Public libraries should stimulate neo-literates, semi-literates, non-users to become readers, and serve the population with knowledge and information.
- In the process of evolution, our country had established good number of public libraries maintained by local bodies and voluntary organisations, arid some libraries through subscriptions.
- Provision of public library service is a natural corollary to the democratic way of life.
- The Advisory Committee for Public Libraries headed by Shri K. P. Sinha, examined this issue and opined that “in spite of a strong body of opinion against library cess, the Committee has come to the conclusion that only a cess can provide a stable base for library finance.”
- The Act should have the provision for the constitution of a Board as the State Library Authority.
- There should be a component in the library Act itself to maintain all the records of accounts and audit from time to time.
- In modern times, the public libraries must provide services with certain standard, and with an objective of reconstruction and development of a society.

## **12.8 Keywords**

***Accountability:*** The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner.

***Advisory Council:*** It is a body that advises the management of a corporation, organization, or foundation.

***Corollary:*** Proposition that naturally follows, or is inferred from, a proved proposition and requires little or no additional proof.

***Elite Groups:*** A group or class of persons enjoying superior intellectual or social or economic status.

***Government:*** A government is a body that has the authority to make and the power to enforce laws within a civil, corporate, religious, academic, or other organization or group.

***Leaders:*** A person or thing that holds a dominant or superior position within its field, and is able to exercise a high degree of control or influence over others.

***Legislation:*** Legislation (or “statutory law”) is law which has been promulgated (or “enacted”) by a legislature or other governing body, or the process of making it.

***Library Association:*** It is a non-profit organization that promotes libraries and library education.

***Manpower:*** Total supply of personnel available or engaged for a specific job or task.

**Professionals:** A professional is a person who is engaged in a certain activity, or occupation, for gain or compensation as means of livelihood.

**Notes**

**Rules:** Authoritative statement of what to do or not to do in a specific situation, issued by an appropriate person or body.

**Top Management:** The highest ranking executives (with titles such as chairman/chairwoman, chief executive officer, managing director, president, executive directors, executive vice-presidents, etc.) responsible for the entire enterprise.

**Voluntary Organisations:** One which relies on occasional or regular volunteers for its operations, and may or may not have paid staff.

## **12.9 Review Questions**

1. What are the important characteristics of library legislation?
2. Discuss the benefits of library legislation.
3. Explain the role of different bodies in the process of enacting library legislation.
4. Elucidate the history of library legislation.
5. Describe the present position of library legislation in India.
6. Why there is a need of library legislation?
7. Discuss the purposes of library legislation.
8. Explain the factors of Public Library Act.
9. Highlight the components of library legislation.

## **Answers: Self Assessment**

- |               |                                    |
|---------------|------------------------------------|
| 1. True       | 2. True                            |
| 3. False      | 4. Press and Registration of Books |
| 5. Kolhapur   | 6. 1950                            |
| 7. True       | 8. True                            |
| 9. False      | 10. Democratic                     |
| 11. Financial | 12. Legislation                    |
| 13. False     | 14. True                           |
| 15. True      | 16. PREAMBLE                       |
| 17. Director  | 18. Rules                          |

## **12.10 Further Readings**

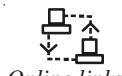


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## **Unit 13: Acts Related to Library Legislation**

Notes

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    13.1.5 Infringement

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    13.1.7 Ownership and Transfer of Copyright

    13.1.8 Rights in Copyright

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13.3 Delivery of Books and Newspaper Act (Public Libraries Act), 1954

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13.5 Keywords

13.6 Review Questions

13.7 Further Readings

### **Objectives**

After studying this unit, you will be able to:

- Explain the Copyright Act, 1957
- Discuss the Press and Registration of Books Act, 1867
- Describe the Delivery of Books and Newspaper Act (Public Libraries Act), 1954

### **Introduction**

In the previous unit, we dealt with the concept, history, need, purpose, factors and components of Library Legislation. There is an acute lack of awareness on various issues relating to copyright, Press and Registration Act and Delivery of Books Act amongst stakeholders, enforcement agencies, and professional users like the scientific and academic communities and members of the public. The Ministry of Human Resource Development has for some time been contemplating a publication to answer such queries. In this booklet, an attempt has been made to provide clarifications on most of the issues relating to Copyright Law, Press and Registration Act and Delivery of Books Act. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the Copyright Act, 1957,

**Notes** Press and Registration of Books Act, 1867 and Delivery of Books and Newspaper Act (Public Libraries Act), 1954.

### **13.1 Copyright Act, 1957**

Copyright is a right given by the law to creators of literary, dramatic, musical and artistic works and producers of cinematograph films and sound recordings. In fact, it is a bundle of rights including, *inter alia*, rights of reproduction, communication to the public, adaptation and translation of the work. There could be slight variations in the composition of the rights depending on the work.

The object of copyright law is to encourage authors, composers, artists and designers to create original works by rewarding them with the exclusive right for a limited period to exploit the work for monetary gain. It protects the writer or creator of the original work from the unauthorized reproduction or exploitation of his materials. There is no copyright in ideas. Copyright subsists only in the material form in which the ideas are expressed.

#### **13.1.1 Works Protected**

The subject-matter of copyright protection includes every production in the literary, scientific and artistic domain, whatever the mode or form of expression.

#### **General Conditions for Protection**

##### ***A Work has to be Original (Positive Condition)***

For a work to enjoy copyright protection, it must be an original creation. The concept of originality requires some clarification. First of all, it is important to bear in mind that an "original" creation does not mean that the ideas in the work need to be new or original. Originality relates only to the form in which they are expressed, be it literary or artistic. This being said, the definition of originality is not uniform and may differ following different legal traditions. In countries where common law system applies (such as India), for a work to be original, it should be the product of your own mind. From that perspective originality means that the work has not been copied from another work. Suffice it that a minimum amount of skill, labour and judgement is displayed by the author; the requirement of originality is fulfilled. However, in countries where civil law system applies, in order for a work to be original it should display some amount of creativity on the part of the author that may entail more than mere skill and labour.



*Did u know? 'Originality' conundrum*

Think for yourself:

Can X get a copyright for something that has been created by Y before?

Usually, the answer to this question is 'NO'. But the interpretations of 'originality' have at times been such that an 'YES' answer is also possible to the above question: if 'X' can prove that she/he has created an identical or similar work to one which existed before (say for instance a photograph of a monument) without having copied the previous work, then X could claim copyright on his work, which has been independently created by him/her. It follows further that 'X' can enforce copyright against anyone who has actually copied from him/her.

Another aspect of this originality test refers to the composition of the creation. Consider for example the case of an anthology, consisting of a compilation of works (for example poems) written by others than the author of the anthology. Should one consider that protection is not being extended to the anthology, bearing in mind that none of the poems contained therein are written by the anthology's "author"? The latter's contribution consists mainly in collecting or compiling the material (poems) published in the anthology. In this situation, the anthology may be protected as such, to the extent that there is originality with respect to the selection and arrangement of its contents. The originality, if there is any, would relate in this situation to "the work that has been involved in bringing together diverse works (poems) following a determined plan, according to a more or less ingenious grouping".

**Notes*****A Protection can extend only to Expression but not to Ideas (Negative Condition)***

The second requirement of copyright ability is that the work is an 'expression' of, rather than an 'idea' as such. As with facts, similarly with ideas: they are there as common properties, available freely in the public domain. Copyright does not extend to ideas, but only to the expression of thoughts. For example the idea of taking a picture of a sunset is not protected by copyright. Therefore, anyone may take such a picture. But a particular picture of a sunset taken by a photographer may be protected by copyright. In such a case, if someone else makes copies of the photograph, and starts selling them without the consent of the photographer, that person would be violating the photographer's rights.

***Other Conditions***

In some countries, works are excluded from protection if they are not fixed in tangible form; for example, a work of choreography would be protected once the movements were written down in dance notation or recorded on videotape. In many other countries though, a work is protected even though it is not fixed in any material form. The Berne Convention leaves this matter open to the member countries (see Article 2 (5)). In order to know whether fixation is required as a condition for protection in a particular country, it is advisable to read the national copyright legislation of that country.

***Which Works are Protected?***

The subject-matter of copyright protection includes every production in the literary, scientific and artistic domain, whatever the mode or form of expression.

The expressions "literary" and "artistic" might indicate that only works which have literary or artistic merit will be protected. But this is not the case as protection is independent of the quality or the value attaching to the work. The latter will be protected whether it is considered, according to taste, a good or a bad literary or musical work or a beautiful or ugly painting. It is not necessary, to qualify for copyright protection, that works should pass a test of imaginativeness, of inventiveness. The work is protected even when it has little in common with literature, art or science. Courts have thus extended protection to business letters, contract forms, examination papers, a weight loss program, railway timetables, purely technical guides, engineering drawings, or maps.

Exceptions to the general rule are made in copyright laws by specific enumeration; thus laws and official decisions or mere news of the day is generally excluded from copyright protection. It is to be noted that in some other countries such official texts are not excluded from copyright protection; the government is the owner of copyright in such works, and exercises those rights in accordance with the public interest.

- Notes** Having said that, practically all national copyright laws provide for the protection of the following types of works:
- literary works: novels, short stories, poems, and any other writings, irrespective of their content (fiction or non-fiction), length, purpose (amusement, education, information, advertisement, propaganda, etc.), form (handwritten typed, printed; book, pamphlet, single sheets, newspaper, magazine); whether published or unpublished; in most countries “oral works”, that is, works not reduced to writing, (such as lectures, addresses and sermons) are also protected by the copyright law,
  - musical works: whether serious or light; songs, choruses, operas, musicals, operettas; if for instruction, whether for one instrument (solos), a few instruments (sonatas, chamber music, etc.), or many (bands, orchestras);
  - artistic works: whether two-dimensional (drawings, paintings, etchings, lithographs, etc.) or three-dimensional (sculptures, architectural works), irrespective of content (representational or abstract) and destination (“pure” art, for advertisement, etc.);
  - maps and technical drawings;
  - photographic works; irrespective of the subject matter (portraits, landscapes, current events, etc.) and the purpose for which made;
  - motion pictures (“cinematographic works”): whether silent or with a sound track, and irrespective of their purpose (theatrical exhibition, television broadcasting, etc.), their genre (film dramas, documentaries, newsreels, etc.), length, method employed (filming “live”, cartoons, etc.), or technical process used (pictures on transparent film, video tapes, DVDs, etc.);
  - dramatic works, such as plays;
  - choreographic works (such as ballet, be it classical or modern) and entertainments in dumb show;
  - computer programs

Many copyright laws protect also “works of applied art” (artistic jewelry, lamps, wallpaper, furniture, etc.). Some regard phonograph records, tapes and broadcasts also as works. But the latter are generally protected under the category of related rights (Please refer to unit on Related Rights).

### **13.1.2 How to obtain Copyright?**

In order to secure copyright protection what is required is that the author must have bestowed upon the work sufficient judgment, skill and labour or capital. It is immaterial whether the work is wise or foolish, accurate or inaccurate or whether it has or has not any literary merit. In order to qualify for copyrights the works apart from being original, should satisfy the following conditions (except in the case of foreign works):

- The work is first published in India.
- Where the work is first published outside India the author, at the date of publication must be a citizen of India. If the publication was made after the authors' death the author must have been at the time of his death a citizen of India.

- |   |              |
|---|--------------|
| <ul style="list-style-type: none"><li>• In case of unpublished work, the author is at the date of making the work a citizen of India or domiciled in India.</li><li>• In case of the architectural work of art, the work is located in India.</li></ul> | <b>Notes</b> |
|---|--------------|

### **13.1.3 Term of Copyright**

The term of copyright varies according to the nature of the work and whether the author is a natural person or a legal person e.g. a Corporation, Government Institution, etc., or whether the work is anonymous or pseudonymous.

- In the case of literary, dramatic, musical or artistic work (other than a photograph) when published during the lifetime of the author, copyright subsists during the lifetime of the author plus fifty years. This is a universally accepted term.
- Where the work is of joint authorship the fifty years period will start after the death of the author who dies last.
- In the case of anonymous or pseudonymous works, the terms of copyright is until fifty years from the year of publication. If the identity of the author is disclosed before the expiry of the fifty years period the term will extend to fifty years after the death of the author.
- In the case of posthumous publications, the term will be fifty years from the year of publication.
- The period of copyright for a photograph is fifty years from the year of its publication.
- For cinematography film and record also the term is fifty years of publication.
- Where the first owner of copyright is the government or a public undertaking the term of copyright is fifty years from the year of publication.
- Copyright works of International Organization also have a term of fifty years from the year of publication.

Thus, it may be seen that in the case of literary, dramatic, musical or artistic works where the author is a natural person the term is lifetime plus fifty years. In all other cases, the term "if fifty years from the years" of publication is used.

### **13.1.4 Who is the First Owner of Copyright?**

The author of the work is the first owner.

- In case, the author is employed by newspaper, magazine, etc. under a contract of service, the proprietor will be the first owner in the absence of an agreement to the contrary in the case of a literary, dramatic or artistic work.
- Where a photograph is taken, or a painting or portrait drawn for a valuable consideration at the instance of person, such person is the first owner.
- Where any address or speech is delivered in public, the person delivering is the first owner and where it is delivered on behalf of another person such other person is the first owner.
- In case of Government work, Government shall be the first owner.
- In case of work made or published by or under any public undertaking, it shall be the first owner

**Notes**

### **13.1.5 Infringement**

Copyright in a work is deemed to be infringed:

1. When any person without a license from the owner of the copyright, or the Registrar of Copyright (in certain situations) or in contravention of the conditions of a license,
  - ❖ does anything the exclusive right to do which belongs to the copyright owner, or
  - ❖ knowingly permits for profit any place to be used for the performance of the work in public which continues an infringement of the work, or
2. When any person, makes for sale or hire, or sells or lets for hire, or offers for sale or hire, or exhibits in public for trade or import (except two copies other than cinematography film or record for personal use) any infringing copies of the work.

In general, it is the commercial exploitation of the work in any form by a person without authority that constitutes infringement.

### **13.1.6 Limitations and Exceptions**

Limitations on the rights of authors and other owners of copyright concerns particular acts of exploitation, normally requiring the authorization of the owner of rights, which may, under circumstances specified in the law, be done without authorization. These limitations take into account, social, educational and other public policy considerations. International Treaties, as well as national laws, allow to freely use limited portions of a work for certain purposes, such as news reporting, or making quotations in a way compatible with fair practices, or by way of illustration for teaching.

There are two basic types of limitations in this category:

- Free uses, which are acts of exploitation of works that may be carried out without authorization and without an obligation to compensate the owner of rights for the use;
- Non-voluntary licenses, under which the acts of exploitation may be carried out without authorization, but with the obligation to compensate the owner of rights.



*Example:* The making of quotations from a protected work, provided that the source of the quotation, including the name of the author, is mentioned and that the extent of the quotation is compatible with fair practice; use of works by way of illustration for teaching purposes; and use of works for the purpose of news reporting.

In some countries when the broadcasting of a work has been authorized, many national laws permit the broadcasting organization to make a temporary recording ("ephemeral recording") of the work for the purposes of broadcasting, even if no specific authorization of the act of recording has been given.

In respect of the right of reproduction, the Berne Convention contains also a general rule, rather than explicit detailed limitations. Article 9(2) provides that member States may provide for free reproduction in "certain special cases" where the acts do not conflict with a normal exploitation of the work and do not unreasonably prejudice the legitimate interests of the author. Under this general exception, numerous laws contain provisions allowing reproduction of a work exclusively for the personal, private and non-commercial use of individuals. However, the ease and quality of this individual copying, made possible by audiotaping or videotaping and even more recent technological improvements, has led some countries to narrow the scope of such provisions.



**Notes**

*Caution* Certain legal systems allow copying but incorporate a mechanism for payments to be made to the owners of rights in order to compensate for the prejudice to their economic interests, through a fee imposed on sales of blank tapes and/or tape recorders.

As noted above, non-voluntary licenses allow use of works in certain circumstances without the authorization of the owner of rights, but, require that compensation be paid in respect of the use. Such licenses are called “non-voluntary” because they are authorized by the law and do not result from the exercise of the copyright owner’s exclusive right to authorize particular acts. Non-voluntary licenses were usually created in circumstances where a new technology for the dissemination of works to the public had emerged, and where the national legislature feared that owners of rights would prevent the development of the new technology by refusing to authorize use of works. This was true in the Berne Convention, which recognized two forms of non-voluntary licenses: firstly, to allow the mechanical reproduction of musical works and secondly for broadcasting. It should be noted, however, that the justification for non-voluntary licenses is called increasingly into question, since effective alternatives now exist for making works available to the public based on authorizations given by the owners of rights, including in the form of collective administration of rights.

### **13.1.7 Ownership and Transfer of Copyright**

The owner of copyright in a work is generally, at least in the first instance, the person who created the work, that is to say, the author of the work. There can be exceptions to this general principle. Such exceptions are regulated by the national law. For example, the national law may provide that, when a work is created by an author who is employed for the purpose of creating that work, and then the employer, not the author, is the owner of the copyright in the work.



*Notes* It is to be noted, however, that the “moral rights” always belong to the author of the work, whoever may be the owner of the copyright.

In many countries, copyright (with the exception of moral rights) may be assigned. This means that the owner of the copyright transfers it to another person or entity, who becomes the owner of the copyright. An assignment may apply to all economic rights or only to one (example the reproduction right) or a few of them (reproduction and translation rights, for example). It may be limited also to a territory (assignment of the right to publish in India) and to a period of time (assignment for the entire term of copyright or for a more limited term, say 20 years). The assignee (person to whom the right has been transferred) becomes the owner of the copyright, with respect to the right, (or rights), term and territory for which the assignment has been granted.



*Example:* If an Indian author “X” has assigned his right to reproduce his novel written in English, to a publisher “Y”, and that the assignment is limited to a period of 20 years and to India, the ownership rights of publisher Y would be limited only to reproductions of the book that take place in India and for a term of 20 years. Anybody who reproduces the novel in India within the term of 20 years but without Y’s authorization will have infringed his copyright. But a publication of the same novel that takes place outside India does not need Y’s authorization, and will not therefore constitute a violation of the latter’s copyright.

<b>Notes</b>	Assignments ought to be distinguished from licenses. Licensing means the owner of the copyright remains the owner but authorizes or enables someone else to exercise all or some of his rights subject to possible limitations. When such authorization or license extends to the full period of copyright and when such authorization or license extends to all the rights (except, of course, the moral rights) protected by copyright, the licensee is, vis-à-vis third parties and for all practical purposes, in the same position as an owner of copyright.
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### **13.1.8 Rights in Copyright**

There are two types of rights protected by copyright:

#### **Economic Rights**

The owner of copyright in a protected work may use the work as he wishes—but not without regard to the legally recognized rights and interests of others—and may exclude others from using it without his authorization. Therefore, the rights bestowed by law on the owner of copyright in a protected work are frequently described as “exclusive rights” to authorize others to use the protected work (or not to authorize such use by others). Most copyright laws define the acts in relation to a work which cannot be performed by persons other than the copyright owner or without his authorization.

Such acts are the following:

#### **Right of Reproduction and Other Associated Rights**

The right of the owner of copyright to prevent others from making copies of his works is the most basic right under copyright. Such right applies to reproductions made in any manner or form.



*Example:* Making of copies of a protected work is the act performed by a publisher who wishes to distribute copies of a text-based work to the public, whether in the form of printed copies or in digital media such as CD-ROMs. Other examples include photocopying a book, downloading a computer program, printing a cartoon character on a T-shirt, making post cards of a painting, etc.

Such rights comprise also recording activities. Recording music and words of a song on CDs requires the producer of the phonogram to obtain authorization from the authors of both the music (composer) and the lyrics to reproduce their compositions on the phonogram. Under the laws of some countries, the maker of a sound recording must also obtain the authorization of the performers who play the music and who sing or recite the words.

Likewise recording on video-cassettes or DVDs of a play initially written to be performed live, for the purpose of being subsequently shown to a larger audience, is an act or reproduction that requires appropriate authorization from the author of the play. Therefore, the right to control the act of reproduction is the legal basis for many forms of exploitation of protected works. Other rights are recognized in national laws in order to ensure that the basic right of reproduction is respected. For example, some laws include a right to authorize distribution of copies of works. The right of distribution is usually subject to exhaustion upon first sale or other transfer of ownership of a particular copy, which means that, after the first sale of that copy its purchaser may dispose of it without the copyright owner's further permission, for example, by giving it away or even by reselling it. Another right which is achieving wider and wider recognition, including in the TRIPS Agreement, is the right to authorize rental of copies of certain categories

of works, such as musical works included in phonograms, audio-visual works, and computer programs. The right of rental is justified because technological advances have made it very easy to copy these types of works; experience in some countries has shown that copies were made by customers of rental shops, and therefore, that the right to control rental practices was necessary in order to prevent violation of the copyright owner's right of reproduction. Finally, some copyright laws include a right to control importation of copies as a means of preventing erosion of the principle of territoriality of copyright; that is; the legitimate economic interests of the copyright owner would be endangered if he could not exercise the rights of reproduction and distribution on a territorial basis.

**Notes**

### **Translation and Adaptation Rights**

The acts of translating or of adapting a work protected by copyright require the authorization of the copyright owner. "Translation" means the expression of a work in a language other than that of the original version.

"Adaptation" is generally understood as the modification of a work from one type of work to another, for example adapting a novel so as to make a motion picture, or the modification of a work so as to make it suitable for different conditions of exploitation, for example adapting an instructional textbook originally prepared for higher education into an instructional textbook intended for students at a lower level. Likewise, a film producer who intends to produce a film based on a novel or a play should also obtain the authorization of the author to make an adaptation of the play or novel.



*Notes* Bear in mind however that translations and adaptations are themselves works protected by copyright. Therefore, in order to reproduce and publish a translation or adaptation, the publisher must have the authorization both of the owner of the copyright in the original work and of the owner of copyright in the translation or adaptation.

### **Performing Rights**

Another act requiring authorization is the act of public performance.



*Example:* Performing plays or music live or reading books or poetry before an audience, playing recorded music or showing films or videos in public, delivering lectures in public, and letting a broadcast be seen or heard in public.

### **Broadcasting Rights**

A major category of acts restricted by copyright consists of the acts of broadcasting works and of communicating works to the public by means of wires or cables. When a work is broadcast, a wireless signal is emitted into the air which can be received by any person, within range of the signal, who possesses the equipment (radio or television receiver) necessary to convert the signal into sounds or sounds and images.

When a work is communicated to the public by cable, a signal is diffused which can be received only by persons who possess such equipment linked to the cables used to diffuse the signal. In principle, according to the Berne Convention for the Protection of Literary and Artistic Works, owners of copyright have the exclusive right of authorizing both the wireless broadcasting and the diffusion by cable of their works.

**Notes** The broadcasting and diffusion by cable of works protected by copyright have given rise to new problems resulting from technological advances which may require a review by governments of their national copyright legislation. The advances include the use of space satellites to extend the range of wireless signals, the increasing possibilities of linking radio and television receivers to signals diffused by cable, and the increasing use of equipment able to record sound and visual images which are broadcast or diffused by cable.



*Did u know?* Recent international developments also allow for works to be protected in the context of the Internet. The WIPO Copyright Treaty (WCT), concluded in 1996, addresses the challenges posed by today's digital technology, thus ensuring that copyright owners will be adequately and effectively protected when their works are disseminated through new technology and communications systems such as the Internet.

### Moral Rights

The Berne Convention requires member countries to grant to authors:

- the right to claim authorship of the work. That is basically the right of the creator to have his or her name mentioned as the author, in particular when the work is used.
- the right to object to any distortion, mutilation or other modification of, or other derogatory action in relation to, the work which would be prejudicial to the author's honour or reputation.

These rights are independent of the usual economic rights and they are to remain with the author even after he has transferred his economic rights. It follows that moral rights may be exercised even after the author has parted with his economic rights. Hence if an author of a novel has transferred his right to publish and distribute the novel to a publisher, the latter becomes the new owner of the publication rights, under the terms of the contract. However the author retains the right to claim authorship of the work, for example, or to object to non-authorized modifications to the work.



*Task* Do you agree that printing and computing technology brought about dramatic changes in the scope and meaning of copyright? If yes give reasons.

### Self Assessment

State whether the following statements are true or false:

1. Copyright subsists only in the material form in which the ideas are expressed.
2. The second requirement of copyright ability is that the work is an 'idea' of, rather than an 'expression' as such.
3. The period of copyright for a photograph is sixty years from the year of its publication.
4. The right of the owner of copyright to prevent others from making copies of his works is the most basic right under copyright.
5. Translation means the expression of a work in a language other than that of the original version.

## **13.2 Press and Registration of Books Act, 1867 (PRB Act)**

Notes

The Constitution of India guarantees freedom of speech and expression to all its citizens. Newspapers constitute a potent medium for exercise of this freedom. In our country, the publication of newspapers is regulated primarily by the Press and Registration of Books Act, 1867. The Act seeks to regulate the operation of printing presses and newspapers and registration and preservation of copies of such newspapers. Section 5 of the Act lays down the rule under which a newspaper may be published, the most important being the requirement of subscribing to the printer and publisher thereof the following declaration.

The Press and Registration of Books Act, 1867 is the oldest of the existing Press Laws in India. It has been amended in the years of Independence but the amendments have been made to meet specific situations. No attempt was made to review the Act in totality and bring it in line with the needs and aspirations of the Press in a vibrant democracy like India. There has been no demand from the Press for a thorough overhaul of the Act possibly because it is merely regulatory in nature, the procedure it lays down may be cumbersome but the penalties are light and in many areas the tasks are mentioned but the responsibility for discouraging them is not assigned. There are many anomalies in the original Act. These have increased because of amendments made from time to time with good intentions, no doubt, but these have further complicated matters.

In its report, the Second Press Commission had made detailed recommendations about changes in the Act. In 1988, a Bill amending the Act was introduced in Parliament. There was an outcry because the Bill gave sweeping powers to the district authorities to enter the premises of a newspaper establishment. There was the natural fear that power-drunk magistrates and police might misuse these powers. Before anything could be done to rectify these defects, make the procedure for filing the declaration for a newspaper easier and to remove other anomalies in the Act and the Bill, the Lok Sabha was dissolved and the Bill died a natural death.



*Caution* Busy as successive governments have been with other pressing issues, there has been no concrete action about a thorough overhaul of the PRB Act and the press continues to be regulated by an archaic piece of legislation which is totally out of tune with prevailing conditions and is full of anomalies.

The anomalies begin with the preamble of the Act itself. It says that the Act is for the regulation of printing presses and newspapers, for the preservation of copies of books and newspapers printed in India and for the registration of such books and newspapers "What there may have been little justification for a common legislation for books and newspapers 133 years ago, in today" conditions such clubbing together of newspapers and books is ridiculous because their needs are totally different. As for preservation, in 1954 the National Libraries Act was passed. It was meant specifically for delivery of books and newspapers to the national libraries. One can understand that copies of books should be preserved but is it necessary or possible to preserve each and every copy of the more than 40,000 newspapers of various frequencies and in various languages in India to be preserved. Who is to provide the funds and the space for this exercise? Both will increase every year and no Government will be able to provide these. The Act does not mention as to who is to preserve the copies of newspapers? The framers of the Act possibly saw that the task was impossible and therefore, did not mention the office to perform it. But if the task is impossible of performance who continue to retain it in the Act and thus make a mockery of it? There is thus an urgent need to remove books from the purview of the Act and also to remove the mention about preservation of copies of newspapers.

**Notes**

The first Press Commission found it difficult to get figures about the Press in India. It, therefore, suggested that there should be a Registrar of Newspapers whose duty it should be to submit to the Government a report every year on the press in India. There were to be Deputy Registrars under the Press Registrar in every State. These Deputies were never appointed. The Press Register submits his report on the basis of returns filed by newspapers. Only a small portion of the newspapers submit the annual report. Since these include all the big newspapers and most of the medium newspapers, the annual report of the Press Registrar may not be hundred per cent correct but is very near the truth.

Amendments to the PRB Act made in 1960 instead of solving problems created new ones. The most important of these was that no officer could authenticate the declaration for printing a newspaper unless the Press Registrar gave the clearance that the title of the proposed newspaper was not the same or similar to that of a newspaper published in the State in any language or in the same language anywhere in India. District authorities all over India from Kashmir in the north to Kerala in the south and Tripura in the east to Rajasthan in the west had to consult the Press Registrar and find out whether the title proposed by the publisher was 'available'.

The PRB Act lays down a time limit within which publication has to start after a declaration has been filed. But there is no time limit within which a declaration has to be filed after a clearance has been given by the Press Registrar. Also, very few people file the declaration after publication of a newspaper has ceased. Some publishers want to stick on to the title in the hope that someday they may again resume publication. The heirs hardly ever bother to file a ceasing declaration. If a newspaper is running at a loss, which publisher has the time or money to file a ceasing declaration?

All these factors combined to create a situation where within 20 years of the amendments made in 1960, the Press Registrar had cleared more than 250,000 titles but the number of newspapers actually being published did not go to more than 45,000. The other titles fell almost equally into three categories, the title had been cleared but no declaration had been filed. A declaration had been filed but publication had not begun and publication had begun but the publication had ceased. The Press Registrar has no machinery under him to find out how many newspapers were actually being published in the country. The district authorities before whom declarations were filed were in no better situation. They had more important things to do than keeping an eye on the publication of newspapers. Efforts made by the Press Registrar to activate them through the Chief Secretaries also did not bring any results.

It is to the credit of the Press Registrar that by giving a public notice, as many as 1,70,000 out of 2,50,000 blocked titles had been unblocked and made available. The unblocking is being carried out on a continuing basis now. It was a regular complaint by prospective publishers that they had to approach the Press Registrar several times before they could get clearance for a title. The prospective publisher was often told that the title he wanted was not available but the Press Registrar was not able to say where if at all a newspaper was being published under the title. The unblocking of titles has removed this irritant.

While the Press Registrar was able to solve the problem of blocked titles by administrative action, another problem is far more fundamental in nature. It is only if the owner is the same can two newspapers with the same title be published. But the courts have held that the right to publish a newspaper under a title is a right of property. It can therefore be transferred freely. How can anyone then come in the way if a person published a newspaper permits another to bring out an edition from another centre? During the last 40 years such transfers have in fact taken place. The Press Registrar and the district authorities have been forced to accept this violation of the PRB Act. Then again, a person may be bringing out several editions of his newspaper and may say in his will that each of his sons will inherit one or more editions. They will bring out these editions under the same title. The owners would be different and this will be violative of the PRB Act. But can any Act interfere with the basic law of inheritance or transfer

of property? It is therefore ridiculous to have such a provision which is violative of basic law but is being infringed with impunity.

**Notes**

These are only some of the glaring anomalies in the Press and Registration of Books Act. One has to take his mind back to the second half of the 19th century to understand that the foreign government wanted to put a curb on the Press in India. It honestly felt that freedom of the Press would result in weakening the roots of foreign rule. Their fears were not unfounded. Almost all national leaders used their newspapers to arouse a feeling of nationalism in the people and to prepare them for participation in the struggle for freedom. Many of them suffered imprisonment. The leaders had a comparatively easy time but lesser mortals were sent to the Andaman to serve their sentence. The Press and Registration of Books Act is a relic of that era. What the Press needs is an Act in keeping with the ethics of the 21st century? The task of authentication of declaration should be taken away from the district authorities and entrusted to the Press Registrar and his deputies. The clauses about preservation of copies of newspapers and the confusion about publication of newspapers with the same or similar titles should be removed.

### **Self Assessment**

Fill in the blanks:

6. The Press and Registration of Books Act, 1867 is the oldest of the existing ..... Laws in India.
7. The ..... begin with the preamble of the Act itself.
8. It is to the credit of the Press Registrar that by giving a public notice, as many as 1,70,000 out of 2,50,000 blocked titles had been ..... and made available.
9. The ..... Act lays down a time limit within which publication has to start after a declaration has been filed.
10. The heirs hardly ever bother to file a ..... declaration.

### **13.3 Delivery of Books and Newspaper Act (Public Libraries Act), 1954**

Following are the aspects related to Delivery of Books and Newspaper Act (Public Libraries Act), 1954:-

1. ***Short title and extent:***
  - (a) This Act may be called the Delivery of Books (Public Libraries) Act, 1954. [and newspapers]
  - (b) It extends to the whole of India except the State of Jammu and Kashmir.
2. ***Definitions:*** In this Act, unless the context otherwise requires:—
  - (a) “book” includes every volume, part or division of a volume and pamphlet, in any language, and every sheet of music map, chart or plan separately printed or lithographed, but does not include a newspaper published in conformity with the provisions of Section 5 of the Press and Registration of Books Act, 1867 (XXV of 1867):  
[(aa) ‘newspaper’ means any printed periodical work containing public news or comments on public news published in conformity with the provisions of section 5 of the Press and Registration of Books Act, 1867 (25 of 1867.)]
  - (b) “Public libraries” means the National Library at Calcutta and any three other libraries which may be specified by the Central Government in this behalf of notification in the Official Gazette.

- Notes**
3. ***Delivery of books of public libraries:***
    - (a) Subject to any rules that may be made under this Act, but without prejudice to the provisions contained in Section 9 of the Press and Registration of Books Act, 1867 (XXV of 1867), the publisher of every book published in the territories to which this Act extends after the commencement of this act, shall, notwithstanding any agreement to the contrary, deliver at his own expense a copy of the book to the National Library at Calcutta and one such copy to each of the other three public libraries within thirty days from the date of its publication.
    - (b) The copy delivered to the National Library shall be a copy of the whole book with all maps and illustrations belonging thereto finished and coloured in the same manner as the best copies of the same, and shall be bound, sewed or stitched together and on the best paper on which any copy of the book is printed.
    - (c) The copy delivered to any other public library shall be on the paper on which the largest number of copies of the books is printed for sale, and shall be in the like condition as the book prepared for sale.
    - (d) Nothing contained in sub-section (1) shall apply to any second or subsequent edition of a book in which edition no additions or alterations either in the letter -press or in the maps, book prints or other engravings belonging to the book have been made, and a copy of the first or some preceding edition of which book has been delivered under this Act.
  - [3A. Delivery of newspapers to public libraries.- Subject to any rules that may be made under this Act, but without prejudice to the provisions contained in the Press and Registration of Books Act, 1867 (25 of 1867.), the publisher of every newspaper, published in the territories to which this Act extends, shall deliver at his own expense one copy of each issue of seen newspaper as soon as it is published to each such public library as may be notified in this behalf by the Central Government in the Official Gazette.]
  4. ***Receipt for books delivered:*** The person in charge of a public library (whether called a librarian or by any other name) or any other person authorised by him in this behalf to whom a copy of a book is delivered under Section 3 shall give to the publisher a receipt in writing therefor.
  5. ***Penalty:*** Any publisher who contravenes any provision of this Act or of any rule made thereunder shall be punishable with fine which may extend to fifty rupees [and, if the contravention is in respect of a book, shall also be punishable with fine which shall be equivalent to the value of the book], and the court trying the offence may direct that the whole or any part of the fine realised from him shall be paid, by way of compensation, to the public library [or newspaper, as the case may be] ought to have been delivered.
  6. ***Cognizance of offences:***
    - (a) No court shall take cognizance of any offence punishable under this Act save on complaint made by an officer empowered in this behalf by the Central Government by a General or special order.
    - (b) No court inferior to that of a presidency magistrate or a magistrate of the first class shall try any offence punishable under this Act.
  7. ***Application of Act to books and newspapers published by Government:*** This Act shall also apply to books and newspapers published by or under the authority of the Government but shall not apply to books meant for official use only.

8. **Power to make rules:** Notes
- (a) The Central Government may, by notification in the Official Gazette, makes rules to carry out the purposes of this Act.
  - (b) Every rule made by the Central Government under this Act shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or both Houses agree that the rule should not be made, the rule shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule.

### **Self Assessment**

State whether the following statements are true or false:

- 11. Books mean any printed periodical work containing public news or comments on public news published in conformity with the provisions of section 5 of the Press and Registration of Books Act, 1867.
- 12. The copy delivered to any other public library shall be on the paper on which the largest number of copies of the books is printed for sale.
- 13. The State Government may, by notification in the Official Gazette, makes rules to carry out the purposes of this Act.
- 14. Public libraries mean the National Library at Delhi and any four other libraries which may be specified by the Central Government in this behalf of notification in the Official Gazette.
- 15. Delivery of Books and Newspaper Act extends to the whole of India except the State of Jammu and Kashmir.



*Case Study*

#### **The 3 Idiots Copyright Controversy “Whither the Moral Right of Attribution?”**

Venkatesan brought in the New Year at LAOT by highlighting a copyright controversy that recently broke out between the makers of India's most entertaining, yet thoughtful Bollywood flick of 2009 and the author from whose book the central plot was allegedly lifted; a movie that goes by the name of "3 Idiots", but does not have the faintest trace of idiocy in either its script or execution.

Clearly one of the best movies to have been released this year, it demonstrates yet again that meaningful "message laden" scripts sans any mind numbing dance, song or fight sequences have a fair shot at tasting box office success! Needless to state, a lot of the success of this particular movie owed itself to a brilliantly conceptualised storyline and an amazingly punchy script.

*Contd....*

**Notes**

The author Chetan Bhagat claims that the attribution (or rather the lack of it) to his book in the movie has been rather “unfair”. Pre-release, the makers made press statements like the movie is only ‘very loosely’, ‘2%-5% inspired by the book’. After release, those who have read the book and seen the movie find the film to be an adaptation of Five Point Someone. The setting, characters, plotline, dramatic twists and turns, one-liners, theme, message – almost all aspects that make up the story are from FPS. Yes, there are some changes, any adaptation requires that – but it is no way an original story.

**The Key Facts/Issues**

1. Bhagat entered into a contract with the production house (Vinod Chopra Films Pvt Ltd), under which he assigned all rights in any audio visual format of the book or its adaptation to the production house.
2. As consideration, Bhagat was to be paid a certain sum of money (totalling about ₹ 11 lakhs or so). The facts appear to indicate that he was paid this sum in full and Bhagat does not contest this in his blog post either. So this is not really about the money.
3. Bhagat was also promised credit in the film.

Since the Clause 4 states that:

It shall be obligatory on the part of the Producer to accord credit to the author in the rolling credits of any audio-visual moving image software (of any format or form in any media or medium) produced by the Producer in terms of the exercise and execution of the Rights granted as under:

“Based on the Novel  
Five Point Someone  
By  
Chetan Bhagat”

This clause appears to have been “technically” complied with, as the credits right at the end of the film do mention the fact that the movie is based on the book by Bhagat in exactly the form that clause 4 requires. However, the placement of this credit was not prominent and appeared to be rather fleeting.

**Moral Rights and Lack of Attribution**

Bhagat claims that in the pre-release publicity and even post the movie, the makers of the movie made statements to the effect that the movie was not really based on the book and that it was “original”. Most damagingly perhaps, the makers claim that the movie was only based on the book to a paltry extent of 3-5%; if what Bhagat states is true, he has a decent case on moral rights against the makers of the movie. Section 57 of the Indian copyright act vests every author with the right to insist that their works be attributed to them. And this right exists independent of the “economic” right to exploit the work. In essence, the section states that *“...independently of the author’s copyright and even after the assignment either wholly or partially of the said copyright, the author of a work shall have the right to claim the authorship of the work ...”*

In other words, even if the economic rights are assigned away (and in this case, Bhagat assigned away his rights to any movie based on the book), the moral rights continue to vest in the author. The question now is: is it true that Bhagat’s book only contributed 3-5% to the movie. Or was the movie based substantially on the book?

Therefore, what they created is also “original”, unlike what Chetan claims. However, their originality does not detract from the fact that they have also, in the process, lifted a

*Contd....*

significant portion of the plot, characters etc. from the book. Therefore, the end product (movie script) could be rightfully said to be a product of joint authorship, involving Chetan Bhagat, Abhijit and Rajkumar Hirani. Authors share a special relation to their creations—and many see it as an extension of their personality.

But all of the above arguments relate to the moral right to “paternity” or authorship. There is another moral right, albeit a more problematic one that often crops up in most of the case law i.e. the moral right to integrity (to prevent any “unfair” treatment to the authors’ work).

#### **Questions**

1. Write down the case facts.
2. What do you infer from it?

#### **Notes**

*Source:* <http://lawandotherthings.blogspot.in/2010/01/3-idiots-copyright-controversy-whither.html>

### **13.4 Summary**

- Copyright is a right given by the law to creators of literary, dramatic, musical and artistic works and producers of cinematograph films and sound recordings.
- For a work to enjoy copyright protection, it must be an original creation.
- The subject-matter of copyright protection includes every production in the literary, scientific and artistic domain, whatever the mode or form of expression.
- The term of copyright varies according to the nature of the work and whether the author is a natural person or a legal person.
- The owner of copyright in a protected work may use the work as he wishes — but not without regard to the legally recognized rights and interests of others — and may exclude others from using it without his authorization.
- A major category of acts restricted by copyright consists of the acts of broadcasting works and of communicating works to the public by means of wires or cables
- Newspapers constitute a potent medium for exercise of this freedom. In our country, the publication of newspapers is regulated primarily by the Press and Registration of Books Act, 1867.
- The PRB Act lays down a time limit within which publication has to start after a declaration has been filed.
- The copy delivered to any other public library shall be on the paper on which the largest number of copies of the books is printed for sale, and shall be in the like condition as the book prepared for sale.

### **13.5 Keywords**

***Adaptation:*** An adaptation is a physical or behavioural characteristic that has developed to allow an organism to better survive in its environment.

***Author:*** An author is broadly defined as “the person who originated or gave existence to anything” and whose authorship determines responsibility for what was created.

***Broadcasting:*** Broadcasting is the distribution of audio and video content to a dispersed audience via any audio or visual mass communications medium, but usually one using electromagnetic radiation (radio waves).

<b>Notes</b>	<p><b>Copyright:</b> Copyright is a legal concept, enacted by most governments, giving the creator of original work exclusive rights to it, usually for a limited time.</p> <p><b>Infringement:</b> Violation of the terms of an agreement, encroachment, trespass, or disregard of others' rights, such as invasion of an exclusive right of intellectual property.</p> <p><b>Licenses:</b> Permission to engage in a certain activity, granted by the appropriate authority.</p> <p><b>Literary Work:</b> Intellectual work expressed in written words, numbers, or symbols (but not audio-visually) in any medium.</p> <p><b>Moral Rights:</b> Moral rights are rights of creators of copyrighted works generally recognized in civil law jurisdictions and, to a lesser extent, in some common law jurisdictions.</p> <p><b>Originality:</b> Originality is the aspect of created or invented works by as being new or novel, and thus can be distinguished from reproductions, clones, forgeries, or derivative works.</p> <p><b>Owner:</b> A party that possesses the exclusive right to hold, use, benefit-from, enjoy, convey, transfer, and otherwise dispose of an asset or property.</p> <p><b>Press:</b> It is the practice of investigation and reporting of events and issues and trends to a broad audience in a timely fashion.</p> <p><b>Protection:</b> A person or thing that prevents someone or something from suffering harm or injury.</p> <p><b>Pseudonymous:</b> A pseudonym is a name that a person or group assumes for a particular purpose, which differs from his or her original or true name.</p> <p><b>Right:</b> Rights are legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory.</p> <p><b>Translation:</b> Translation means the expression of a work in a language other than that of the original version.</p>
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### **13.6 Review Questions**

1. Discuss the general conditions for protection in Copyright Act.
2. Which works are protected under Copyright Act?
3. Discuss the term of copyright.
4. Who is the first owner of copyright?
5. Explain the infringement in Copyright Act.
6. What are the two basic types of limitations?
7. Describe the ownership and transfer of copyright.
8. Discuss the two types of rights protected by copyright.
9. Write brief note on Press and Registration of Books Act.
10. Explain delivery of books of public libraries.
11. What is the cognizance of offences Delivery of Books and Newspaper Act?

**Answers: Self Assessment**

**Notes**

- |              |              |
|--------------|--------------|
| 1. True      | 2. False     |
| 3. False     | 4. True      |
| 5. True      | 6. Press     |
| 7. Anomalies | 8. Unblocked |
| 9. PRB       | 10. Ceasing  |
| 11. False    | 12. True     |
| 13. False    | 14. False    |
| 15. True     |              |

**13.7 Further Readings**



*Books*

Budd, John (2001), *Knowledge and Knowing in Library and Information Science: A Philosophical Framework*, Scarecrow Press.

Faruqi, Khalid Kamal & Alam, Mehtab (2005), *Net-Studies in Library and Information Science*, Aakar Books.

Henderson, Kathrine A. (2009), *Case Studies in Library and Information Science Ethics*, McFarland.

Prasher, Ram Gopal (1997), *Library and Information Science: Information science, information technology and its application*, Concept Publishing Company.

Rubin, Richard (2010), *Foundations of Library and Information Science*, Neal-Schuman Publishers, Incorporated.

Saravanan, T. (2005), *Library & Information Science*, APH Publishing.



*Online links*

<http://copyright.gov.in/Documents/handbook.html>

<http://dpl.gov.in/index.php/new-arrivals/2-uncategorised/37-delivery-of-books-newspaper-act-1954-27-of-1954>

<http://pib.nic.in/feature/feyr2000/ffeb2000/f290220001.html>

<http://presscouncil.nic.in/prab.htm>

<http://rni.nic.in/prbact.asp>

[http://www.helplinelaw.com/copyright\\_lawyer\\_india.html](http://www.helplinelaw.com/copyright_lawyer_india.html)

<http://www.taxandlawdirectory.com/content/delivery-books-and-newspapers-public-libraries-act-1954>

## **Unit 14: Library Profession**

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### **Objectives**

After studying this unit, you will be able to:

- Explain the concept of Profession, Professionals and Professionalism
- Discuss the concept of Professional Ethics
- Describe the Librarianship as a Profession
- Discuss the Professional Ethics in Librarianship

### **Introduction**

In the previous unit, we dealt with the Copyright Act, 1957, Press and Registration of Books Act, 1867 and Delivery of Books and Newspaper Act (Public Libraries Act), 1954. Professional performances should conform to ethical principles to give customers full satisfaction for services rendered by professionals: Librarianship/Information service fulfils prescribed characteristics in order to qualify as a profession. The general meaning of ethics is that it is a set of moral principles. These may be rules of conduct recognised with respect to a particular class of human actions or a particular group, culture, etc. Professional associations have been keen to develop ethical values, as to set ethical codes to be followed by professionals. The age-old professions like medicine, education, law, religion and others have been constantly reviewing the need for ethical codes for their professionals to set minimum standards of performance. The implementation of ethical codes in professional practice is, however, a self-imposed issue mainly because it is not possible for others to enforce these codes on professional practitioners. The profession of librarianship is also under such pressures. In recent decades, the dimensions of library science have widened, with the application of information technology, rapidly expanding

information needs of users, unprecedented increase in the volume and variety of information packages and societal changes. These developments generate new problems and issues that are often creating conflicting approaches in setting ethical standards in professional performance. However, the library and information professional bodies in USA and UK have come out with codes of ethical standards for professional performance, although these codes are not mandatory on professionals in their performance. In India, the subject of professional ethics in the practice of librarianship is still to take roots, although the Indian Library Association (ILA); and the Indian Association of Special Libraries and Information Centres (IASLIC) have professional ethics as an important aspect of work listed in their programme of activities. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the concepts of ethics, profession, professionals, professionalism, ethical codes and such other ideas.

**Notes**

## **14.1 Profession, Professionals and Professionalism**

In order to understand properly the technical words relating to professional ethics, we shall study their meanings and contents in this section.

The Random House Dictionary of English Language (RHD) defines:

A Profession, as an occupation, especially that one requiring extensive education in a branch of science or the liberal arts; or the body of persons engaged in such an occupation. Synonymous with 'profession' are words such as vocation, employment, occupation, business, trade – all refer to the activity to which a person regularly devotes himself, especially his regular work, or means of getting a living. Whereas 'occupation' is the general word to indicate an activity in which a person is engaged for his living, 'profession' implies an occupation requiring special knowledge and training in some field of science or learning.

A Professional is one who is engaged in an activity as a means of livelihood or for a gain or pertaining to or connected with a profession.



*Example:* A professional tennis player; a researcher; a musician are all competent experts in their respective occupations.

Profession has different meanings employment or trade that everyone has and exercises in public. The professions are occupations that require specialized knowledge, educational training, high-level control over the content of work, organization, self, altruism, the spirit of community service and high ethical standards. Thus, Profession is a specialized activity of labour in a society, and the person who performs it is called professional.

The essentials of a professional are:

- gains the expertise through training/certification more often through college or graduate degree such as psychology, law, medicine, nursing, architecture, accounting or engineering
- who provides a service ensuring the result with a specified quality consistently
- maintains high ethical standards

Professionalism is the professional character, spirit or methods, the standard practices of a professional as distinguished from an amateur. An expertise is expected of professionals with full involvement in and commitment to those who receive services from them.

Professionalism means just not possessing skills and competence to perform the professional duties but also meticulous adherence to undeviating courtesy, honesty, integrity, objectivity and responsibility in one's dealings with clients/customers and associates, plus a level of excellence that goes over and above the commercial considerations and legal requirements.

<b>Notes</b>	Professionalism is earned, rather than being called. A real “Professional” is a brand, which is tagged with respects that one gains. It takes lot of practice for an individual to perfect himself, and a path to perfection is professionalism. The path to perfection involves holding high personal standards, competing with oneself, constant learning, dedication, and commitment to excellence.
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*Caution* There is a major misunderstanding with an individual with good skills being called as a professional. An individual may be highly skilled with best technical knowledge at his profession but that isn't enough.

One needs to have additional knowledge that involves business ethics, positive attitude, willingness to learn, teach, and various other aspects. Professionalism is in everyone but is practiced by oneself through self-improvement.

A professional behaviour constitutes with some of the following:

- ***Be committed and make yourself approachable:*** Do not commit to anything that you are not comfortable with. Value your and others time and give time to those in deep need for your help.
- ***Know your subject well:*** Do your homework well and know what you are talking about. Half knowledge may result to losing your credibility, and professional relationships to compromise your integrity. In case of doubt, admit it.
- ***Possess a good attitude:*** A positive attitude makes considerable impact on one's success
- ***Produce quality work:*** A professional never merely only completes a delegated task, but delivers them with highest quality possible.
- ***Maximize knowledge:*** Keep yourself upgraded.
- ***Seek greater responsibilities:*** Seek greater control on what you do. Find opportunities to take your activities to a level higher.
- ***Be innovative:*** Utilize your creativity in solving issues in new ways.
- ***Teach:*** Share your knowledge with others, and help them be professionals.
- ***Give credits:*** Being magnanimous and giving due credits to the actual performer, is mark of a true professional.
- ***Work on your appearance, communication, and etiquettes:*** Professional behaviour is noticed from the way you look, speak, act, and this directly impacts the way others perceive them.

The age-old professions are agriculture, medicine, education, fine arts (painting, sculpture, music) and such other established occupations, recognized and respected by society, not necessarily measured by the monetary earnings of these professionals. With industrialisation, economic and social growth, many new professions have sprung up in the last two hundred years. More particularly the 20th century has witnessed the growth of hundreds of new professions. Librarianship is one such profession that emerged in the 19th/20th Century when corpus of knowledge multiplied geometrically requiring rapid expansion in its nature of work and services of knowledge organisation, retrieval and dissemination.

## **Self Assessment**

State whether the following statements are true or false:

1. An expertise is expected of professionals with full involvement in and commitment to those who receive services from them.

2. Profession has same meaning employment or trade that everyone has and exercises in public.
3. Professionalism is earned, rather than being called.
4. Profession is a specialized activity of labour in a society.

Notes

## **14.2 Professional Ethics**

A profession is not a profession without a set of basic or fundamental principles or ethics. Professional Ethics is the science of right conduct and character. Ethical issues are based on certain moral values which are considered to be good and worthwhile for the well-being of the society in general. According to Chambers 20th Century Dictionary, "*ethics is a science of moral. It is that branch of philosophy which is concerned with the human character and conduct.*"

Webster's International Dictionary defines Ethics as:

- the discipline dealing with what is good and bad or right and wrong with moral duty and obligation;
- a group of moral principles or set of values; a particular theory or system or moral values; the principles of conduct governing an individual or a profession; standards of behaviour.
- the adjective 'Ethical' connotes conformity to professionally endorsed principles and practice or a system/philosophy of conduct and principles practiced by a person or group.

Ethics has been a subject of study and enquiry in philosophy which is as old as human history. There are three philosophical positions in ethical enquiry in the West, viz. monistic, relativistic and pluralistic. The monistic position is based on the precept that there is a single and a set of absolute moral principles or golden rules that can guide correct behaviours in different situations: The relativistic position is based on the precept – that moral principles are varied and that no one is any better than any other, therefore they are all mere personal or individual principles. These two have been rejected as they don't seem to be tenable in practice. Pluralistic position, however, is the belief that there are multiple moral principles that can correctly guide behaviour. This position appears to have emerged as the dominant philosophical position. In Indian philosophical thought, moral behaviour is closely associated with religious beliefs and practices. All these ideas; thoughts and theories lead to different aspects of studies of ethics, particularly in modern societies. Some of these studies relate to personal, organisational, professional; business ethics which quite often introduce conflicts in practical applications in the real life of an individual.

In this unit, however, we are concerned only with professional ethics, although the other aspects of ethical values are relevant and are in many ways interconnected.

Professional ethics is considered as an expression of the ethos (i.e. character, spirit, culture, practice) of an occupation. In other words, it should reflect or be based upon, all the basic values associated with the occupation. It should reveal what the occupation is, what the practitioners think of themselves and of their place in society. It should indicate what is distinctive about the group. The quality of service offered by them should be of a class that makes them distinguished.

Very often; we refer to the quality of a work of a person being highly professional, meaning thereby that there is a near-perfection in the nature of the performance, the intellectual and/or technical expertise and their sense of responsibility and commitment to the customers. So professionals carry, generally, this kind of a reputation, although there may be on occasions poor performance too. In order to sustain societal recognition and to give their best, almost every profession, attempts to evolve a code of professional behaviour to guide practitioners.

Interest in ethical behaviour of occupations, often formalized into codes, has a long history. Although rules of conduct have existed since many centuries; the modern codes had their origin

**Notes** in the 19th century. To cite examples from the United States, the Code of Ethics of the American Medical Association (AMA) was adapted in 1848 when AMA was organised. Between 1890 and 1925, more than two hundred American Business and professional groups adopted their codes of ethics. The legal profession adopted its first code in 1908. The teaching profession imposed standards as guidelines for conduct in its, first code of ethics. Thus the code "was to serve more as a control mechanism than as a support system." Other countries have also adopted appropriate codes to guide, various professionals.

It is of great importance to keep ethical problems under continuing scrutiny and debate through journals, training programmes, with social scientists taking the initiative in the process; in order to provide increasingly acceptable principles for clarifying ethical issues concerning professional performance. Every profession has been constantly engaged in reviewing and resetting ethical codes in order to be consistent with current professional practices and behaviour.

Since its earliest beginnings; medical practice has rested on a solid foundation of principles and values, designed to promote and protect patients in their relationships with doctors. But this stable relationship has been showing signs of destabilization because of scientific discoveries and technological innovations in medical practice and the revolution in social attitudes and behaviour, which brought medical practitioners under the scrutiny of consumer protection courts.



*Example:* Within the last quarter of a century, we have developed medical facilities for replacing organs, introduce life through surrogate motherhood, prolong life artificially using life-support systems, conduct research in genetic engineering with potentially dramatic effects and assemble data about people and their illnesses on a scale hitherto unimaginable.

Interest in professional ethics has increased due to the growth of numerous occupations and formation of new professional groups. Both legal and ethical issues are getting modified by the changing demands of society, such as the public expectation for accountability and consumers' demand to be informed, consulted and protected. The changing roles of the professionals, which have come to include consulting, advising, making policy, and delivering government service, all bring into question the extent to which existing codes provide for these complex questions.

We shall discuss in the next section how library and information service profession has evolved its own approach to professional ethics and the formation of ethical codes.



*Task* Critically examine how do professional ethics get affected as a professional occupation advances through scientific and technological applications and societal changes?

## Self Assessment

Fill in the blanks:

5. .... has been a subject of study and enquiry in philosophy which is as old as human history.
6. .... position is the belief that there are multiple moral principles that can correctly guide behaviour.
7. Professional ethics is considered as an expression of the .....
8. The legal profession adopted its first code in .....

### **14.3 Librarianship as a Profession**

**Notes**

A Code of Professional Ethics for Librarians describes that "*The goal of librarianship is to mediate between humanity and humanity's store of recorded knowledge and information; to encourage an informed, enlightened and empowered citizenry; and to join with others in the fight for intellectual freedom and access to information.*" To build up this image for the library and information profession, and to establish quality, a set of ethical codes has to be formulated and is to be practiced by librarians and information professionals. But before we get to discuss these codes; we shall see to what extent librarianship can be deemed to be a profession.



**Notes** In the competitive world every craft, trade or occupation exerts itself to achieve this honorific title of a 'profession' which symbolises status and position in society. Librarianship is one such occupational category which is aspiring for this honorific title which entitles it for higher status, position, income and so on in society.

The generally recognized professions, such as medicine, law, have certain characteristics or attributes that are enumerated below:

- Extensive period of training (usually formal education);
- Dominance of intellectual component in work activities;
- Expertise;
- Service orientation;
- Altruistic motivation;
- Self-motivation;
- Autonomy.

Another set of criteria for a vocation to be considered a profession, is as follows:

- A fairly complex, personalized client-professional relationship - usually involving a fee;
- A certain amount of independence on the part of the professional (he is rarely closely supervised, and is rarely responsible to anyone to a greater degree than he is to his client;)
- A clear-cut body of professional technique and practice held in common by all practitioners;
- A professional association with real power i.e. power of enforcement and power of certification.

Taking into consideration these sets of criteria, librarianship cannot, perhaps, be placed on par with the more well-established professions like medicine, law, accountancy, etc. However, there is certainly a clear-cut body of professional techniques in librarianship that would involve its recognition as a profession. Librarianship in various degrees fulfills some of the other characteristics like intellectual component, expertise, service orientation, altruistic motivation, self-motivation and autonomy. The Five Laws of Library Science of Ranganathan also provide the right set of guiding principles that could govern and motivate persons towards service orientation; intellectual involvement in developing tools and techniques and a body of professional knowledge to get recognition for librarianship as a profession.

The Library Association of U.K. recognized the importance of and an urgent need for giving some broad definition of professional library work to indicate to employers the particular skills which professional librarians can bring to organizations, and to help librarians themselves to identify and assert the special skills which they have. One of the reasons for low pay and non too complimentary images of professionals is undoubtedly the fact that there is a lack of clarity,

**Notes**

among library and information professionals, about what they actually do. The Association produced a report in two sections, one aimed at employers, and the other aimed at professionals. The section for employers provided a brief guide to the special skills that library and information professionals have and how they apply them. It included a note on professional qualifications, a description of professional skills and activities and gave the following definition: "*Professional librarians formulate; plan, direct and deliver library and information services by identifying the needs and demands of actual and potential users; collecting, retrieving and organising knowledge and ideas in a variety of forms; from books and manuscripts to computerised databases; and disseminating and marketing library and information services to clients.*"

In modern usage, professions tend to have certain qualities in common. A profession is always held by a person, and it is generally that person's way of generating income. Dalton E. McFarland in "Management Functions and Practices" mentions some characteristics of a profession. Along with the characteristics, necessary arguments are given below to justify whether librarianship is a profession or not.

- **Entrance is Competitive:** All professions maintain rigid rules and high standard of qualification for the new entrants into the profession. As entrance into professions is highly competitive an entrant typically has to have above-average mental skills.  

- **Did u know?** When we consider the employment aspect in libraries, at junior professional level, the entry is direct, but even before that proper orientation into the system, service and professional ethics is provided in many organizations. At the senior professional level, the entry is by selection among the experienced professionals.
- **Body of Specialized Knowledge and Technical Skill:** A specialized knowledge of the concerned field is needed by the professional. Those persons who are engaged in a library should have the required academic background although, some of them may not possess a LIS degree. To practise librarianship also requires extensive knowledge and technical skill such as an extensive knowledge of classification or cataloguing without which one may find it difficult to run a library.
- **Formal Training and Experience:** Professions also require rigorous training and schooling beyond a basic college degree for acquiring the needed skill and methods to put the knowledge into work. Nowadays, there is a large body of growing literature on library and information science for training and educating the professionals to acquire specialized knowledge and skill in the field of library science. Specialized journals have also started coming out in recent years. It has also its own indexing and abstracting services.
- **An Ethical Code or Standard of Conduct:** A set of principles, a social code or ethics is needed for the professional. Many organizations have codified their conduct, often designated "code of ethics", and what they require for entry into their organization and how to remain in good standing. Some of these codes are quite detailed and make strong emphasis on their particular area or expertise; for example, journalists emphasize the use of credible sources and protecting their identities, psychologists emphasize privacy of the patient and communications with other psychologists, anthropologists emphasize rules on intrusions into a culture being studied. Most of the codes do show an overlap in such concepts as, "do no harm", "be honest", "do not use your position for private gain", etc.



*Notes* In different parts of the world different professional bodies of Library and Information Science codified such rules. In India also Indian Association of Special Libraries and Information Centre (IASLIC) has evolved a code of conduct and ethics for special librarians in India.

- **A Commitment to Public Service:** A professional needs to work with the prime purpose of rendering a public service rather than for monetary gain. It has also been suggested that some professionals feel an obligation to society, beyond their client relationship. Doctors may not merely sell their service if a procedure is medically inappropriate, however much the client may want it undertaken; architects may refuse to work on a project that would be detrimental to its surroundings, and lawyers may refuse to take cases which are merely exploitative. The obligation to educate the client is often seen as a key part of the definition. Librarianship is a service oriented job and the user of a library is regarded a king.
- **Guarantees of the Service Rendered:** The concepts of professionalism may be inferred from guarantees. But these are inferences only. The idea behind a guarantee is that the person offering the guarantee is accountable to the extent of damages that will be compensated. One thing these sources hold in common, implicit or explicit, is the idea of accountability. Those who are members of these organizations or professions are held accountable for what they do.
- **Formal Organization:** An organization generally binds all the members of a group, calling or vocation together for concerted opinion, to achieve high standard in performance, and to act as a force to achieve common goal. The formal organization of librarianship started with the establishment of the American Library Association in 1876. At modern times, library association are there at different levels i.e. international, regional, national, state and local. Many associations covering specialized interest have also come into being.

**Notes**

 *Example:* Indian Association of Special Library and Information Centre (IASLIC), Medical Library Association of India (MLI), Indian Association of Teachers of Library and Information Science (LATLIS), etc.

- **Licensing of Practitioners:** Membership in the profession is usually restricted and regulated by a professional association.

 *Example:* Lawyers regulate themselves through a bar association and restrict membership through licensing and accreditation of law schools.

Hence, professions also typically have a great deal of autonomy, setting rules and enforcing discipline themselves. Professions are also generally exclusive, which means that laymen are legally prohibited from practising the profession.

 *Example:* People are generally prohibited by law from practising medicine without a license and would be likely be to practice well without acquiring the skills of a physician.

Generally, professional library jobs require an academic LIS degree as certification. In the United States, the certification usually comes from a Master's degree granted by an ALA-accredited institution. In the United Kingdom, however, there have been moves to broaden the entry requirements to professional library posts, so that qualifications in, or experience of, a number of other disciplines have become more acceptable.

Library Association (LA), UK maintain the professional register of chartered librarians (professionally qualified members are known as chartered librarians and are of two categories

- Associates who are fully trained and professionally educated librarians; and
- Fellow (FLA) who have successfully completed additional work at an advanced level to prove their ability in special areas of librarians.

**Notes** Librarianship is as old as the book itself. However, librarianship started assuming some of the characteristics of a profession from 1876 onwards. This was the year when American Library Association was established, the American Library Journals was launched, and the first edition of the DDC and the C. A. Cutter's Rules for making a dictionary catalogue were published.

### **Self Assessment**

State whether the following statements are true or false:

9. Librarianship is one such occupational category which is aspiring for this honorific title which entitles it for higher status, position, income and so on in society.
10. A fairly complex, personalized client professional relationship does not involve a fee.
11. Librarianship in various degrees fulfils some of the other characteristics like intellectual component, expertise, service orientation, altruistic motivation, self-motivation and autonomy.
12. The section for employees provided a brief guide to the special skills that library and information professionals have and how they apply them.

## **14.4 Professional Ethics in Librarianship**

While it is easy to think of ethical values as essential to ensure quality of professional performance, it is very difficult to design a universally acceptable standard code for professional ethics. Individual/personal ethics are fundamental to any set of ethical codes which are not explicitly stated in any professional code, as they are very often assumed to be basic to every situation. There are also differences in the conception of ethical behaviour in different societies and cultures. In order to be effective, therefore, professional ethics have to be perceived at various levels, appropriate to different cultures and situations. These levels may be at the primary, institutional; professional, national and international levels. Primary levels are a set of basic guiding principles which are fundamental to human behaviour with reference to any activity, such as honesty, good conduct, and adherence to truth and so on. At the professional and organizational levels, there are likely to be occasional conflicts, particularly when a person has to make a judgement in making a choice for a course of action. For instance, professional ethics may at times clash with organizational loyalty. Similarly, there may be conflicts between professional, national and international ethics in performing a particular task. These types of conflicts appear in any professional activity. Therefore, designing ethical codes becomes not only too ideal to be realistic but it is also difficult to implement, particularly because, no ethical code can ever be enforced as they are not statutory laws.

### **14.4.1 Indian Situation**

Indian adventure of designing a professional code of ethics have remained at the level of efforts to survey literature on professional ethics and no more. The subject of professional ethics has been dealt with in A K Mukherjee's book, *Librarianship – Its Philosophy and History* (1966) and R L Mittal's, *Library Administration* (1964).

Two articles by Meganand in *Indian Librarian* in 1962 and a literature survey by Amitabh Chatterji appearing in *Iaslic Bulletin* in September 1965 are additional literature references.

The only effort to consider this subject seriously in a professional forum appears to be at the Iaslic Conference in 1984. There were ten papers presented at the Conference five of these give a good overview of professional ethics, four on professional ethics for persons working in

university, special and other institutional libraries, and another on Ranganathan's Five Laws vis-à-vis professional ethics with special reference to a research library. All these papers have a good number of references which would facilitate further readings on the subject.

**Notes**

#### **14.4.2 US Experience**

Despite all these problems and difficulties, attempts have been made to design a code of ethics for the library and information profession. The American Library Association (ALA), after prolonged debates and discussions, adopted a professional ethical code in 1938.

The ALA Ethical code attempted to define and regulate the relations of librarians to

- the governing authority;
- their constituency;
- their fellow employees within the library;
- their profession; and
- society.

The national debate, however, on the articles relating-to the above stated areas went on in the next decades. In 1975, ALA adopted a new Statement on Professional Ethics which replaced the 1938 code. The same year, the ALA Council instituted and authorised a standing committee on professional ethics to augment the Statement on Professional Ethics by explanatory interpretations and additional statements. At the ALA membership meeting in 1981, the Code of Ethics was officially adopted. Responding to numerous criticisms on the 1981 Code, the ALA Standing Committee on Professional Ethics decided to proceed towards further revision.

In 1990, the American Association for Information Science (ASIS) also, published a draft of the ASIS Code of Ethics for Information professionals in the August/September 1990 issue of the Bulletin of the ASIS. This Code comprised a preamble and four categories of ethical responsibilities to:

- individual persons,
- society,
- the sponsor,
- the client or employer, and
- the profession.

The ASIS Code of Ethics for Informational Professionals has, however, remained in draft form pending acceptance by the Association's Board of Directors.

#### **14.4.3 UK Experience**

In 1978, the Working Party on Professional Ethics was established within the United Kingdom's Library Association to develop a draft code of ethics. A draft was prepared for discussion and debate in 1980; the final version of the code, the Code of Professional Conduct was adopted by the Council of the UK Library Association at its 100th Annual General Meeting in 1983. The Code includes the procedures and regulatory actions that will follow a breach of the code by a member of the Library Association (LA). A unique feature of the LA's Code of Professional Conduct is its implementation mechanism that involves sanctions imposed by the LA's Disciplinary Committee on those who ignore the professional conduct set by the Code.

**Notes** The features of the Code relate to:

- the competency of the librarian;
- the question of discretion and respect of a client's privacy;
- professional independence and intellectual freedom;
- the impartiality of the library profession;
- financial ethics; and
- the integrity of members.

### **Self Assessment**

Fill in the blanks:

13. .... Ethical code attempted to define and regulate the relations of librarians to the governing authority.
14. In 1975 ALA adopted a new Statement on Professional Ethics which replaced the ..... code.
15. The ASIS Code of Ethics for Informational Professionals has, however, remained in draft form pending acceptance by the Association's .....
16. The features of the ..... Code relate to the competency of the librarian.



*Case Study*

### **Engineering College Libraries**

**T**oday, engineers require not only adequate technological ability and problem solving skills, but also skills like cooperation, communication, and presentation skills, business ethics and inter-personal relationship. They must have deep commitment to safety, reliability, quality and sustainability of all engineering operations in which they take part. Engineering colleges have now a new responsibility to provide opportunities to every engineering student or professional to acquire these abilities in addition to their technological knowledge. Hence, excellent engineering colleges are essential to prepare engineers with good knowledge and skills. Teachers, laboratories and libraries are important components in imparting effective engineering education to them.

The objective of an engineering college library is to assist engineering professionals in enhancing and updating their knowledge and skills, and to provide them information regarding new innovations, views, theories, engineering education, and research. The primary role of engineering college library is to collect and organize recorded information in engineering and allied subjects to meet the needs of users. Information and Communication Technologies are increasingly used to collect, store, retrieve and disseminate a great amount of information to help engineering professionals. Library survey is "a systematic collection of data concerning libraries, their activities, operations, staff use and users, at a given time or over a given period". Library surveys are conducted to study the existing library conditions, library facilities, library personnel, nature of users and non-users, library services, library resources; to compare the present conditions

*Contd....*

and desired standards; to make suggestions for their improvement; and to develop library standards.

**Notes**

The entire area of Andhra Pradesh is divided into three subareas viz., Andhra University area, Sri Venkateswara University area and Osmania University area. The districts of Chittoor, Kadapa, Kurnool, Anantapur and Nellore come under Sri Venkateswara University area.

There are 36 engineering college libraries in Sri Venkateswara University area. The investigator selected 29 engineering college libraries out of 36 by simple random method to examine the present condition of these libraries.

The users of these engineering college libraries are undergraduate students, postgraduate students, research scholars and faculty members. There are 10,560 undergraduate students, 460 postgraduate students, 175 research scholars and 2,465 faculty members in these 29 engineering colleges. In total, there are 13,660 users in these libraries. As the population is large in terms of cost, time and labour involved, the investigator selected a sample of 1,853 users (7.4% of the population) using stratified random sampling.

Nearly half of the colleges (48.3%) were established during the period 2000-2002. The majority of the colleges (86.2%) are affiliated to Jawaharlal Nehru Technological University. All engineering colleges are offering undergraduate courses. All engineering colleges are offering undergraduate courses in Computer Science and Engineering, Electrical and Electronics Engineering, and Electronics and Communication Engineering. A high percentage of the colleges (41.4%) have undergraduates from 1201-1600.

**Librarians**

The majority of the libraries (89.7%) have librarians. About three-quarters of the librarians (75.9%) have PG with the M. LlSc., degree. A high percentage of them (41.4%) have the age of above 35 years. The majority of them (82.8%) are men librarians. A high percentage of them (41.4%) have 5 or less than 5 years of experience. A high percentage of them (41.4%) are getting their scales of pay according to UGC. The majority of them (86.2%) are satisfied with the present job.

**Library Working Hours**

A high percentage of the engineering college librarians (41.4%) informed that their libraries are working from 9.00 a.m. to 7.00 p.m. on working days and 9.00 a.m. to 12.30 p.m. on holidays.

**Access System**

The majority of the librarians (86.2%) informed that their libraries are following open access system.

**Library Collection**

1. More than one-third of the engineering college libraries (34.4%) have 10,000 or below 10,000.
2. More than one-third of the libraries (34.5%) are subscribing to periodicals from 101 to 150.
3. More than one-third of the libraries (37.9%) have back volumes of periodicals 1000 or below 1000.
4. More than one-third of the libraries (34.5%) have more than 3000 book bank books.
5. All the libraries have CD-ROMs.

*Contd....*

<b>Notes</b>	<b>Sections</b>
	All the libraries have periodical section, circulation section, reference section, textbook section and SC/ST book bank.
	<b>Acquisition</b> The majority of the libraries (55.2%) are acquiring books from local distributors/agents. The majority of the librarians (89.7%) replied that their libraries are procuring periodicals directly from publishers. The majority of the libraries (51.7%) are fulfilling the norms of AICTE with regard to the subscription of periodicals.
	<b>Classification and Cataloguing</b> Most of the librarians (93.1%) replied that they are classifying books and their libraries are using Dewey Decimal Classification scheme for classification of documents. All the librarians opined that Dewey Decimal Classification scheme is more suitable to classify the engineering documents. Most of the librarians (96.6%) informed that the books are catalogued in their libraries, and the majority of them (16 out of 28 librarians) informed that their libraries are using AACR-II for cataloguing of books. A high percentage of the librarians (44.8%) informed that their libraries are using computerized catalogue.
	<b>Circulation</b> A high percentage of librarians (41.4%) informed that their libraries are issuing 2 books at a time to undergraduates for a period of 10 days. The majority of them (60.0 %) informed that their libraries are issuing 3 books at a time to postgraduates for a period of 10 days. The majority of them (50.0%) informed that their libraries are issuing 5 books at a time to research scholars for a period of 15 days. The majority of them (51.7%) informed that their libraries are issuing 2 books at a time to teaching staff for a period of 7 days. The majority of them (75.9%) informed that their libraries are issuing 1 periodical at a time to teaching staff for a period of 7 days. The majority of them (86.2%) informed that the books are lent on all the working days in a week. The majority of them (89.7%) informed that their libraries are collecting overdue charges from the users for not returning of books within the due date.
	<b>Services</b> All the libraries are providing circulation, reference and reprographic services. The majority of them are providing Internet facility (86.2%), referral service (75.9%) and newspaper clipping service (68.9%). A high percentage of them (41.4%) are providing document reservation facility. More than one-third of them (34.5%) are providing Abstracting/ Indexing service. More than one-third of them (34.5%) are offering CAS/SDI service.
	<b>User Education Programmes</b> The majority of the librarians (58.6%) informed that their libraries are conducting user education programmes.
	<b>Physical Facilities</b> The majority of the librarians (79.3%) replied that their colleges have no separate buildings for their libraries concerned. All the libraries have display racks, water cooler and reprographic and electronic equipment, and computers.
	<b>Budget</b> About two-thirds of the engineering college libraries (65.5%) have spent more than 3 lakhs of rupees on books during the academic year 2005-2006. A high percentage of the

*Contd....*

libraries (41.4%) have spent more than one lakh rupees on periodicals during the same academic year. A high percentage of the libraries (41.4%) have spent more than 30,000 rupees on back volumes during the same academic year. Nearly half of the libraries (48.3%) have spent between 10,001-20,000 rupees on non-book materials during the same academic year.

**Notes****Stock Verification**

The majority of the librarians (82.8%) informed that their libraries are carrying out stock verification annually. The majority of the librarians (82.8%) replied that their libraries are following accession register for stock verification of books.

**Library Automation**

All the librarians replied that their libraries have been automated. A high percentage of the libraries (41.4%) are using SOUL software package. The majority of the libraries (79.3%) are using commercial software. All the librarians informed that their circulation sections are automated.

**Use of the Library**

The majority of the users (66.7%) informed that they are visiting the library regularly. There is significant difference in the frequency of visiting the library among various groups of users namely faculty members and research scholars, faculty members and postgraduates, faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates. In other words, undergraduates are more frequently visiting the library compared to the faculty members. Research scholars are more frequently visiting the library compared to the postgraduates, and postgraduates are more frequently visiting the library compared to the faculty members. There is no significant difference in the frequency of visiting the library between the users of research scholars and postgraduates. The majority of the users (59.2%) visit the library to borrow books.

There is significant difference in the purpose of visiting the library among various groups of users namely faculty members and postgraduates, faculty members and undergraduates, research scholars and postgraduates, research scholars and undergraduates, and postgraduates and undergraduates. More number of postgraduates is visiting the library to borrow books compared to the faculty members, and more number of undergraduates is visiting the library to borrow books compared to the research scholars and postgraduates.

There is no significant difference in the purpose of visiting the library between the users of faculty members and research scholars. Nearly half of the users (48.6%) are spending 1 hour in the library. There is significant difference in the time spent in the library among various groups of users. In other words, research scholars and postgraduates are spending more time in the library compared to the faculty members. Undergraduates are spending more time in the library compared to the faculty members.

**Working Hours**

Most of the users (96.9%) are satisfied with the working hours of the library on working days. There is significant difference in the satisfaction with the working hours of the library on working days among various groups of users namely faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates. In other words, undergraduates are more satisfied with the working hours of the library on working days compared to the faculty members, research scholars, and postgraduates. There is no significant difference in the satisfaction with the working hours on working days among various groups of users namely faculty members and

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**Notes**

research scholars, faculty members and postgraduates, and research scholars and postgraduates. Most of the users (98.2%) are satisfied with the working hours of the library on Sundays and public holidays.

There is significant difference in the satisfaction with the working hours of the library on Sundays and public holidays among various groups of users; viz., faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates. In other words, undergraduates are more satisfied with the working hours of the library on Sundays and public holidays compared to the faculty members, research scholars, and postgraduates.

There is no significant difference in the satisfaction with the working hours of the library on Sundays and public holidays among various groups of users; viz., faculty members and research scholars, faculty members and postgraduates, and research scholars and postgraduates.

**Library Collection**

Nearly three-quarters of the users (74.7%) are satisfied with the book collection. There is significant difference in the satisfaction with the book collection among various groups of users namely faculty members and postgraduates, and faculty members and undergraduates, which means postgraduates are more satisfied compared to the faculty members, and undergraduates are more satisfied in this regard compared to the faculty members.

There is no significant difference in the satisfaction with the book collection among various groups of users namely faculty members and research scholars, research scholars and postgraduates, research scholars and undergraduates, and postgraduates and undergraduates.

The majority of the users (82.1%) are satisfied with the periodical collection. There is significant difference in the satisfaction with the periodical collection among various groups of users namely faculty members and undergraduates, and postgraduates and undergraduates, which means undergraduates are more satisfied with the periodical collection compared to the faculty members and postgraduates.

There is no significant difference in the satisfaction with the periodical collection among various groups of users namely faculty members and research scholars, faculty members and postgraduates, research scholars and postgraduates, and research scholars and undergraduates.

The majority of the users (83.3%) are satisfied with the abstracting and indexing periodicals. There is significant difference in the satisfaction with the abstracting and indexing periodicals among various groups of users namely faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates, which means undergraduates are more satisfied with the abstracting and indexing periodicals compared to the faculty members, research scholars, and postgraduates.

There is no significant difference in the satisfaction with the abstracting and indexing periodicals among various groups of users; viz., faculty members and research scholars, faculty members and postgraduates, and research scholars and postgraduates.

The majority of the users (85.2%) are satisfied with the seminar/conference proceedings. There is significant difference in the satisfaction with the seminar/conference proceedings among various groups of users namely faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates. In other words,

*Contd....*

undergraduates are more satisfied in this regard compared to the faculty members, research scholars, and postgraduates.

**Notes**

There is no significant difference in the satisfaction with the seminar/conference proceedings among various groups of users; viz., faculty members and research scholars, faculty members and postgraduates, and research scholars and postgraduates.

Nearly three quarters of the users (74.2%) are satisfied with the research reports/theses/dissertations. There is significant difference in the satisfaction with the research reports/theses/dissertations among various groups of users namely faculty members and undergraduates, and research scholars and undergraduates, which means undergraduates are more satisfied in this regard compared to the faculty members and research scholars. There is no significant difference in the satisfaction with the research reports/theses/dissertations among various groups of users; viz., faculty members and research scholars, faculty members and postgraduates, research scholars and postgraduates, and postgraduates and undergraduates.

The majority of the users (86.1%) are satisfied with the maps/charts collection. There is significant difference in the satisfaction with the maps/charts collection among various groups of users namely faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates, which means undergraduates are more satisfied in this regard compared to the faculty members, research scholars, and postgraduates. There is no significant difference in the satisfaction with the maps/charts collection among various groups of users; viz., faculty members and research scholars, faculty members and postgraduates, and research scholars and postgraduates.

The majority of the users (83.7%) are satisfied with the audio-visual materials. There is significant difference in the satisfaction with the audio-visual materials among various groups of users; viz., faculty members and postgraduates, faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates. In other words, undergraduates are more satisfied in this regard compared to the faculty members, research scholars and postgraduates. Postgraduates are more satisfied in this regard compared to the faculty members. There is no significant difference in the satisfaction with the audio-visual materials among various groups of users namely faculty members and research scholars, and research scholars and postgraduates.

**Book Collection**

The majority of the users (82.5%) came to know about the new books procured by the library independently. There is significant difference in the sources used to know about the new books procured by the library among various groups of users namely faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates, which means more number of undergraduates came to know about the new books procured by the library independently compared to the faculty members, research scholars, and postgraduates. There is no significant difference in the sources used to know about the new books procured by the library among various groups of users; viz., faculty members and research scholars, faculty members and postgraduates, and research scholars and postgraduates.

The majority of the users (89.9%) informed that the latest editions of books are available in the library. There is significant difference among various groups of users; viz., faculty members and postgraduates, faculty members and undergraduates, research scholars and postgraduates, research scholars and undergraduates, and postgraduates and undergraduates in their replies with regard to the availability of latest editions of books

*Contd....*

**Notes**

in their libraries concerned. In other words, more numbers of undergraduates replied that the latest editions of books are available in their libraries concerned, compared to the faculty members, research scholars and postgraduates, and more number of postgraduates replied that the latest editions of books are available in their libraries concerned, compared to the faculty members and research scholars.

There is no significant difference between the users of faculty members and research scholars in their replies with regard to the availability of latest editions of books in their libraries concerned. The majority of the users (88.2%) replied that their libraries have multiple copies for prescribed textbooks. There is significant difference in the replies regarding the availability of multiple copies for prescribed textbooks among various groups of users namely faculty members and research scholars, faculty members and postgraduates, faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates. In other words, more number of faculty members replied the availability of multiple copies for prescribed textbooks compared to research scholars and postgraduates, and more number of undergraduates replied that their libraries have multiple copies for prescribed textbooks compared to the faculty members, research scholars, and postgraduates.

There is no significant difference in the replies regarding the availability of multiple copies for prescribed textbooks between the users of research scholars and postgraduates.

**Periodical Collection**

The majority of the users (86.9%) replied that they are satisfied with the number of periodicals subscribed by the library on their subject concerned. There is significant difference in the satisfaction with the number of periodicals subscribed by the library on their subject concerned among various groups of users; viz., faculty members and research scholars, faculty members and postgraduates, faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates. In other words, faculty members are more satisfied in this regard compared to the research scholars and postgraduates. Undergraduates are more satisfied in this regard compared to the faculty members, research scholars, and postgraduates. There is no significant difference in the satisfaction with the number of periodicals subscribed by the library on their subject concerned between the users of research scholars and postgraduates.

Most of the users (93.5%) replied that the latest issues of periodicals are available in their libraries concerned. There is significant difference in the replies regarding availability of latest issues of periodicals in their libraries among various groups of users viz., faculty members and research scholars, faculty members and postgraduates, faculty members and undergraduates, research scholars and postgraduates, and postgraduates and undergraduates. More number of faculty members replied that their libraries have latest issues of periodicals compared to the research scholars and postgraduates. More number of undergraduates replied that their libraries have the latest issues of periodicals compared to the faculty members, research scholars and postgraduates.

There is no significant difference in the replies regarding availability of latest issues of periodicals in their libraries between the users of research scholars and undergraduates. The majority of the users (80.1%) are satisfied with the newspapers subscribed. There is significant difference in the satisfaction with the newspapers subscribed among various groups of users; viz., faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates. In other words, undergraduates are more satisfied in this regard compared to the faculty members, research scholars, and postgraduates.

*Contd....*

There is no significant difference in the satisfaction with the newspapers subscribed among various groups of users; viz., faculty members and research scholars, faculty members and postgraduates, and research scholars and postgraduates. The majority of the users (85.8%) are satisfied with the library catalogue. There is significant difference in the satisfaction with the library catalogue among various groups of users; viz., faculty members and undergraduates, research scholars and undergraduates, and postgraduates and undergraduates. In other words, undergraduates are more satisfied in this regard compared to the faculty members, research scholars, and postgraduates.

There is no significant difference in the satisfaction with the library catalogue among various groups of users; viz., faculty members and research scholars, faculty members and postgraduates, and research scholars and postgraduates. More than one fourth of librarians (27.6%) are not getting either the UGC scale of pay or State Government scale of pay. They are getting only consolidated pay. Hence the AICTE should take necessary steps for providing UGC/State Government scale of pay to librarians working in engineering college libraries so that they can serve the users with more devotion.

Hence, the Government of India, State Government and AICTE should raise the quality of education in engineering by taking appropriate measures to improve the facilities and services in engineering college libraries.

#### **Questions**

1. Write down the case facts.
2. What do you infer from it?

#### **Notes**

*Source:* <http://www.webpages.uidaho.edu/~mbolin/balu-reddy.htm>

### **14.5 Summary**

- A Profession, as an occupation, especially that one requiring extensive education in a branch of science or the liberal arts; or the body of persons engaged in such an occupation.
- A Professional is one who is engaged in an activity as a means of livelihood or for a gain or pertaining to or connected with a profession.
- Professionalism is the professional character, spirit or methods, the standard practices of a professional as distinguished from an amateur.
- Professionalism is in everyone but is practiced by oneself through self-improvement.
- Ethics has been a subject of study and enquiry in philosophy which is as old as human history.
- Professional Ethics is the science of right conduct and character.
- Professional ethics is considered as an expression of the ethos (i.e. character, spirit, culture, practice) of an occupation.
- Interest in professional, ethics has increased due to the growth of numerous occupations and formation of new professional groups.
- A profession is always held by a person, and it is generally that person's way of generating income.
- In order to be effective, therefore, professional ethics have to be perceived at various levels, appropriate to different cultures and situations.

Notes

## **14.6 Keywords**

***Behaviour:*** A response of an individual or group to an action, environment, person, or stimulus.

***Ethics:*** The discipline dealing with what is good and bad or right and wrong with moral duty and obligation.

***Etiquettes:*** Etiquette refers to guidelines which control the way a responsible individual should behave in the society.

***Expertise:*** Basis of credibility of a person who is perceived to be knowledgeable in an area or topic due to his or her study, training, or experience in the subject matter.

***Formal Organization:*** Rules established by an organization to govern procedures and operations.

***Librarianship:*** A profession concerned with acquiring and organizing collections of books and related materials in libraries and servicing readers and others with these resources.

***Profession:*** Occupation, practice, or vocation requiring mastery of a complex set of knowledge and skills through formal education and/or practical experience.

***Professional Ethics:*** Professional Ethics is the science of right conduct and character.

***Professional:*** A Professional is one who is engaged in an activity as a means of livelihood or for a gain or pertaining to or connected with a profession.

***Professionalism:*** Person formally certified by a professional body of belonging to a specific profession by virtue of having completed a required course of studies and/or practice. And whose competence can usually be measured against an established set of standards.

***Technical Skill:*** Technical skill is the knowledge and ability required to achieve specific tasks as well as other duties.

## **14.7 Review Questions**

1. What are the essentials of a professional?
2. Define professionalism.
3. Discuss the important features that constitute professional behaviour.
4. Define ethics.
5. "Professional ethics is considered as an expression of the ethos (i.e. character, spirit, culture, practice) of an occupation." Elucidate.
6. Describe the code of professional ethics for librarians.
7. Explain some of the necessary arguments that justify whether librarianship is a profession or not.
8. Discuss the US Experience of professional ethics in librarianship.
9. Describe the UK Experience of professional ethics in librarianship.
10. Why is it important to keep ethical problems under continuing scrutiny and debate?

### **Answers: Self Assessment**

- |         |          |
|---------|----------|
| 1. True | 2. False |
| 3. True | 4. True  |

			<b>Notes</b>
5.	Ethics	6. Pluralistic	
7.	Ethos	8. 1908	
9.	True	10. False	
11.	True	12. False	
13.	ALA	14. 1938	
15.	Board of Directors	16. Library Association	

## **14.8 Further Readings**



*Books*

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<http://www.webpages.uidaho.edu/~mbolin/khan-bhatti2.htm>

Notes

## **Unit 15: Promoters of Library and Information Services**

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    15.1.3 Objectives

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    15.1.5 Functions and Publications

15.2 United Nations Educational, Scientific and Cultural Organization (UNESCO)

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    15.2.3 Membership

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15.3 International Federation of Library Associations and Institutions (IFLA)

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15.6 Review Questions

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### **Objectives**

After studying this unit, you will be able to:

- Explain the Raja Ram Mohan Roy Library Foundation (RRRLF)
- Discuss the United Nations Educational, Scientific and Cultural Organization (UNESCO)
- Describe the International Federation of Library Associations and Institutions (IFLA)

### **Introduction**

In the previous unit, we dealt with the concepts of ethics, profession, professionals, professionalism, ethical codes and such other ideas. Promotion of library and information

**Notes**

services is a nascent development in our country. The promotion of information has been a popular topic in the library profession in recent years. But at the same time there has been much controversy regarding the concept of marketing in the library and information services profession. There is still much resistance in the library and information services field to the use of promotion approach. The information product and services are like customer product and services in many respects. But there is reluctance on the part of librarians to employ marketing principles in libraries. Marketing as a concept and as a practice, still seems alien to many library and information personnel. Some librarians still hold this view and see no room for such practice in a not for profit profession like librarianship. Libraries have been considered essential to educational and research endeavours and have relied on institutional financial support for their continuing operations. The value of the library is also being called into question with increasing "googleisation" and new generations of users are making new demands on library service provision. The public library is the local centre of information, making all kinds of knowledge and information readily available to its users. Librarians and information specialists have debated the idea of marketing for the information sector. Several things have compelled us to learn about marketing and begin doing it. Librarianship is experiencing rapid change. Information technology has created a new gateway for information services. Information products and services in a multiplicity of formats have made libraries and information centres more competitive and alert. Libraries are being subjected to significant pressures from the information revolution. The challenges of budget cuts, increased user base, the rapid growth of material, rising costs, networking demands, competition by database vendors, and complexity in information requirements are forcing the professionals to adopt marketing to improve the management of library and information centres. The purpose of this unit is to enable the students to comprehend basic expressions. At the end of this unit, you should be able to understand the Promoters of Library and Information Services that is Raja Ram Mohan Roy Library Foundation (RRRLF), The United Nations Educational, Scientific and Cultural Organization (UNESCO) and The International Federation of Library Associations and Institutions (IFLA).

## **15.1 Raja Ram Mohan Roy Library Foundation (RRRLF)**

Raja Ram Mohan Roy was the first social reformer of Modern India and he is rightly called the 'Father of Modern India'. He had a rational and scientific approach and believed in the principle of human dignity and social equality. He was a perfect combination of the East and the West.

He was deeply devoted to the work of religious and social reform, so he founded the 'Brahmo Samaj' in 1825. He condemned polytheism and idol worship and propagated the concept of one God. His religious ideas had assimilated elements of Islam, Christianity, Hinduism and modern European liberal philosophy. He translated ancient Indian works on religion and philosophy into Bengali.

### **15.1.1 Genesis**

The year 1972 is a significant year in the history of library movement in India. The country was celebrating silver jubilee of independence. It was the bicentenary year of the birth of Raja Ram Mohan Roy, a pioneer social reformer who had stressed the need for modern education for the progress of the nation. The year was also being celebrated as an International Book Year with the slogan BOOKS FOR ALL. Emphasis was laid on promotion of reading habit among the masses for betterment of their lives. It was in this auspicious year that Raja Ram Mohan Roy Library Foundation (RRRLF) was established in May, 1972 by the Department of Culture, Govt. of India to spread library services all over the country in cooperation with State Governments, Union Territory Administrations and Organisation working in the field.

The Government of India decided that a library foundation would be the best tribute to the memory of Raja Ram Mohan Roy, who spent his life in fighting against forces that shackle and

**Notes** retard the progress of a society. Thus, Raja Ram Mohan Roy Library Foundation was set up by the Government of India in 1972 as an autonomous body under the then Department of Culture, Ministry of Education and Social welfare with its headquarters in Calcutta.

### **15.1.2 Foundation**

RRRLF is a central autonomous organization established and fully financed by the Ministry of Culture, Government of India. RRRLF is registered under the West Bengal Societies Registration Act, 1961. It is the nodal agency of the Government of India to support public library services and systems and promote public library movement in the country commensurate with the objectives as embodied in its Memorandum of Association.

The Foundation works in close association and active cooperation with different State Govts. and Union Territory Administrations through a machinery called State Library Planning Committee (SLPC/SLC) set up in each State at the instance of the Foundation. To participate in Foundation's programmes, a State Government/U.T. is required to contribute a certain amount fixed by the Foundation.

The supreme policy-making body of RRRLF is called the Foundation. The Foundation works in close association and active cooperation with different State Govts. and Union Territory Administrations through a machinery called State Library Planning Committee (SLPC/SLC) set up in each State at the instance of the Foundation. To participate in Foundation's programmes, a State Government/U.T. is required to contribute a certain amount fixed by the Foundation.



*Did u know?* Since 2005-06 the Foundation has also taken up the initiative to develop the District Youth Resource Centre (DYRC) in collaboration with Nehru Yuvak Kendra Sangathan, an autonomous organisation under the Ministry of Sports & Youth Affairs.

### **15.1.3 Objectives**

The major objectives of the foundation are as follows:

- To promote library movement in the country.
- To enunciate a national library policy and work towards its adoption by the central and state government.
- To help in building a national library system by integrating the services of national libraries, state central libraries, district libraries and other types of libraries through interlibrary lending system.
- To propagate the adoption of library legislation in the country.
- To provide financial and technical assistance to libraries, etc.

### **15.1.4 Organization**

It consists of 22 members nominated by the Government of India from amongst eminent educationists, librarians, administrators and senior officials. The Minister of the Department of Culture, Government of India or his nominee is the Chairman of RRRLF. Shri Jawahar Sircar, Secretary to the Govt. of India, Ministry of Culture is the present Chairman and Shri K.K. Banerjee , Director is the executive head and ex-officio Member-Secretary of the Foundation. The Foundation functions in each State/U.T. through a machinery called State Library Committee (SLC). Indian Library Association is represented on the foundation. In addition four eminent librarians are also its member.

### **15.1.5 Functions and Publications**

**Notes**

RRRLF provides assistance to state government on matching basis for purchase of books, organization of seminars and conferences, running of mobile library service, purchase of furniture, etc. It brings out Raja Ram Mohan Roy Library Foundation Newsletter (Quarterly) to disseminate information about its activities.



**Task** Critically examine the list Government Libraries in India.

#### **Self Assessment**

State whether the following statements are true or false:

1. Raja Ram Mohan Roy was a perfect combination of the North and the South.
2. The year 1982 is a significant year in the history of library movement in India.
3. RRRLF is registered under the West Bengal Societies Registration Act, 1961.
4. RRRLF consists of 32 members nominated by the Government of India.
5. The Foundation functions in each State/U.T. through a machinery called State Library Committee (SLC).

## **15.2 United Nations Educational, Scientific and Cultural Organization (UNESCO)**

The representatives of 37 countries meet in London to sign UNESCO's Constitution which came into force on November 4, 1946 after ratification by 20 signatories. It is an inter-governmental specialized agency of the United Nations. The UNESCO's permanent Headquarters is in Paris, France.

### **15.2.1 Objectives**

UNESCO deploys its action in the fields of Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information. UNESCO works on a number of priorities that require a trans-disciplinary approach alongside the traditional focus of its five programme sectors. Here in this discussion we will only deal with Communication and Information.

The main objective for UNESCO is to build a knowledge society based on the sharing of knowledge and incorporating all the socio-cultural and ethical dimensions of sustainable development. UNESCO's priorities in the field of communication and information include:

- Empowering people through access to information and knowledge with special emphasis on freedom of expression;
- Promoting communication development;
- Advancing the use of ICTs for education, science and culture.

### **15.2.2 Organization**

The General Conference consists of the representatives of the Member states of the Organization. It meets every two years, and is attended by Member States and Associate Members, together

**Notes** with observers for non-Member-States, intergovernmental organizations and non-governmental organizations (NGOs).



*Caution* Each country has one vote, irrespective of its size or the extent of its contribution to the budget.

The Executive Board, in a sense, assures the overall management of UNESCO. It prepares the work of the General Conference and sees that its decisions are properly carried out. The Secretariat consists of the Director-General and the Staff appointed by him. As of January 2007, the Secretariat employed around 2,100 civil servants from some 170 countries. The staff is divided into Professional and General Service categories. Under a recent decentralization policy, more than 700 staff members work in UNESCO's 58 field offices around the world.

### **15.2.3 Membership**

UNESCO promotes international cooperation among its 193 (As of October 2009) Member States and six Associate Members in the fields of education, science, culture, and communication.

### **15.2.4 Functions and Activities**

The function of UNESCO in the field of Communication and Information is to Empower people through the free flow of ideas by word and image, and by access to information and knowledge. The Communication and Information Sector (CI) was established in its present form in 1990.

- (i) ***UNISIST:*** It is an international project sponsored by UNESCO to foster and coordinate international bibliographical services being provided by various organizations. It is an inter-governmental programme to encourage and guide voluntary cooperation in the exchange of information at national, regional and international levels.
- (ii) ***National Information System (NATIS):*** NATIS is a brainchild of UNESCO. It implies that governments at different levels (national, state and local) should maximize the availability of all relevant information.
- (iii) ***General Information Programme:*** It is the initials of its French name Program General d' Information. It was established in 1976 combining both the NATIS and UNISIST programmes. The primary role of PGI is to promote computer application and communication technologies in library and information services, information network and provision of on line facilities for sharing and exchanging information between different countries all over the world.
- (iv) ***Universal Bibliographic Control (UBC):*** For compilation of bibliographies UNESCO has launched an ambitious project in cooperation with IFLA known as UBC.
- (v) ***ASTINFO and APINESS:*** In 1984, UNESCO established Regional Network for Exchange of Information and Experience in Science and Technology in Asia and Pacific (ASTINFO) to promote regional cooperation, better understanding and socio-economic development in Asia and Pacific region. Later in 1986 another network called Asia Pacific Information Network in Social Sciences (APINESS) was established.
- (vi) ***Others:*** New World Information and Communication Order (NWICO), Intergovernmental Programmes for the Development of Communication (IDDC), International System in Research in Documentation (ISORID), Science and Technology Policies Information Exchange System (SPINES), Data Retrieval System for Documentation in the Social and Human Sciences (DARE), International Bureau of Education Documentation and

Information System (IBEDOC) are some other programmes of the UNESCO. The ISORID was established for collection and dissemination of information on research activities in documentation, libraries and archives.

**Notes**

- (vii) **Publication:** In 1980, the first two volumes of UNESCO's General History of Africa was published. UNESCO also brought out a publication namely "Public Library Manifesto" 1949, revised in 1972, which gives a new image and a wider scope to the principles upon which the documentation and library services are based.



*Example:* Other publications include UNESCO Courier (monthly), Copyright Bulleting (Quarterly), Impact of Science in Society, Index Translationum, World guide to Library Schools and Training courses in Documentation, 1981 and Public Libraries and their mission (1961) by Andre Maurios etc.

- (viii) **Seminars, Conference and Workshop:** UNESCO has supported library conferences, seminars and meetings. In 1952, an intergovernmental conference convened by UNESCO adopted the Universal Copyright Convention. In the decades following World War II, the Convention served to extend copyright protection to numerous states.

- (ix) **Fellowships, Funds and Grants:** The UNESCO Fellowships Programme, through the award and administration of fellowships, study and travel grants provide various opportunities for librarians. UNESCO is also responsible for sending a large number of experts as consultants and advisors to developing countries for the purpose of initiating and expanding library services. UNESCO also helps its member states to rebuild their libraries during the Second World War. It also gives a huge grant to IFLA and FID (it was dissolved in 2002).



*Notes* UNESCO initiated the pilot public libraries at New Delhi (India), Enugu (Nigeria) and Medellin (Colombia) which demonstrates UNESCO's Faith in public libraries. UNESCO also sponsored research on librarianship especially for the developing countries.

- (x) **Cooperation:** UNESCO maintains healthy cooperation with IFLA, International Council on Archives (ICA), Committee on Data for Science and Technology (CoDATA) established by International Council of Scientific Union (ICSU), etc.
- (xi) **Standardization:** The Common Communication Format (CCF) was published by UNESCO in 1984 and a second edition was published in 1988. CCF is a structure format for creating bibliographical record and exchange of records between groups of information agency and libraries.
- (xii) **Mailing Lists and Forum:** The WebWorld Portals Discussion forum is the place to discuss various topics related to Libraries, Archives, Information Society, Free and Open Source Software. It also provides feedback on and discusses all aspects of WebWorld Portals. WebWorld, the website of UNESCO's Communication and Information Sector, offers a daily news service to its users. The news articles mainly cover UNESCO's activities in the area of communication and information, both at UNESCO's Headquarters and its field offices.



*Did u know?* The UNESCO Libraries Portal gives access to websites of library institutions around the world. It serves as an international gateway to information for librarians and library users and international cooperation in this area. The UNESCO Archives Portal gives access to websites of archival institutions around the world. It is also a gateway to resources related to records and archives management and international cooperation in

**Notes** the area. The Observatory on the Information Society monitors the impact of globalization on knowledge societies through the collection of pertinent information and by observing the trends. The UNESCO Free Software Portal gives access to documents and websites which are references for the Free Software/Open Source Technology movement. It is also a gateway to resources related to Free Software.

India became a member of UNESCO on 4th November 1946. UNESCO for the first time started the first pilot project in library in India by establishing the Delhi Public Library in October 1951. This later developed into Delhi Public Library. The main aim of this project was to provide information on the problem of public library service for the parts of India in particular and for Asia in general.

The Indian National Scientific Documentation Centre (INSDOC) was set up in 1952 by the government of India with technical assistance from UNESCO. In 1964, UNESCO assisted INSDOC, again, in setting up its regional centre in Bangalore. Now Indian National Scientific Documentation Centre (INSDOC) has merged with National Institute of Science Communication (NISCOM) to form National Institute of Science Communication and Information Resources (NISCAIR) on 30th September 2002.

The Indian national commission is the official agency of UNESCO and National Information System for Science and Technology (NISSAT) in the Department of Scientific and Industrial Research (DSIR) is the focal point for UNISIST (PGI) and is also the coordinating centre for ASTINFO programme. NASSDOC of ICSSR is the focal point for UNESCO supporting APINESS programme.

Besides the above, the UNESCO honoured the Indian librarians by inviting them to advise upon various library projects meant for the member country. The prominent among them were Dr. S. R. Ranganathan, B. S. Kesavan, S. S. Saith and a few others.

India also organized a few conferences and regional seminars of UNESCO. Notable among them are Seminar of the development of public libraries in Asia held at Delhi from October 6th-26th, 1955; Ninth General conference at Delhi in 1956; Regional seminar on library development in South Asia, University of Delhi library, 3rd-14th October, 1960; Seminar on Handling and Retrieval of Chemical Information, Delhi, 1986.

### **Self Assessment**

Fill in the blanks:

6. The General Conference consists of the representatives of the ..... of the Organization.
7. ..... works on a number of priorities that require a trans-disciplinary approach alongside the traditional focus of its five programme sectors.
8. ..... is a brainchild of UNESCO.
9. For compilation of bibliographies UNESCO has launched an ambitious project in cooperation with IFLA known as .....
10. UNESCO also helps its member states to rebuild their libraries during the .....

### **15.3 International Federation of Library Associations and Institutions (IFLA)**

IFLA is an independent association that represents libraries and library associations around the world. At an international conference of librarians and booklovers in Prague in 1926 a proposal

to set up an international committee with representatives of national library associations was accepted. This was acted upon during the British Library Association conference in Edinburgh, Scotland in 1927, when an international library and bibliographic committee was created by the representative associations from fifteen countries. IFLA was registered in the Netherlands in 1971. The name was changed to International Federation of Library Associations and Institutions in 1976. Its headquarters is located at the Royal Library, the national library of the Netherlands, in the Hague.

**Notes**

### **15.3.1 Objectives**

The federation is an independent non-governmental and non-profit making professional organization. In 2004, the Governing Board decided to endorse a new model for IFLA's operations, the three pillars that are supported by the infrastructure offered by the Federation's governance structures, its website and its Headquarters (HQ) in The Hague. These three pillars are – Society Pillar, Professional Pillar, and the Members' Pillar.

- **Society Pillar:** It focuses on the role and impact of libraries and information services in society and the contextual issues that condition and constrains the environment in which they operate across the world. Those issues are addressed currently through FAIFE, CLM, Blue Shield, and the advocacy in the World Summit on the Information Society (WSIS) and other arenas.
- **Profession Pillar:** It focuses on the issues covered by the long established Core Activities – ALP, ICADS (webmaster: formerly known as ICABS), PAC, UNIMARC – and the Sections and Divisions. They lie at the core of our professional practice and help libraries and information services to fulfil their purposes and to shape responses to the needs of the clients in a rapidly changing global environment.
- **Members Pillar:** It is of course central to IFLA. It includes the services they offer to members, management of their membership of IFLA, conferences and publications. We must work together to make IFLA more vibrant and attractive and beneficial for members throughout the world.

### **15.3.2 Organization**

The governing structure of IFLA has been revised and came into force in 2001. The General Council of Members is the supreme governing body, consisting of delegates of voting Members. It normally meets every year during the annual conference. The Governing Board is responsible for the managerial and professional direction of IFLA within guidelines approved by Council. The Governing Board meets at least twice every year, once at the time and place of the annual World Library and Information Congress. The Executive Committee has executive responsibility delegated by the Governing Board to oversee the direction of IFLA between meetings of this Board within the policies established by the Board. It is the duty of the Professional Committee to ensure coordination of the work of all the IFLA units responsible for professional activities, policies and programmes (Sections, Core Activities, and Special Interest Groups).

### **15.3.3 Membership**

Till 2009 IFLA have 1600 Members approximately in 150 countries around the world. IFLA has two main categories of voting members: Association Members and Institutional Members. Besides these, it has also Honorary Members (Honorary Presidents, Honorary Fellows, and IFLA Medal). Over the years, the membership has been expanded to include individual libraries, library schools and other appropriate institutions as well as personal affiliates.

**Notes****15.3.4 Functions and Activities**

The issues common to library and information services around the world are the concern of the IFLA Core Activities. Directed by the Professional Committee, the objectives and projects of the Core Activities relate to the Federation's Programme and the priorities of the Divisions and Sections. Some of the major core programmes are given below:

- (i) **Action for Development through Libraries Programme (ALP):** The ALP Programme was launched in 1984 at the IFLA Conference in Nairobi, Kenya, and was the subject of intensive discussion between 1987 and 1989. It was further developed and defined during 1990 and 1991 as a special project and is fully operational ever since. The name of the Programme was originally "Advancement of Librarianship Programme", but in 2004 it was changed to "Action for Development through Libraries Programme". However, the acronym still remains as "ALP". The mission of ALP is to further the library profession, library institutions and library and information services in the developing countries of Africa, Asia and Oceania, Latin America and the Caribbean.
- (ii) **Preservation and Conservation (PAC):** IFLA Core Activity on Preservation and Conservation (PAC) was officially created during the IFLA annual conference in Nairobi in 1984 to focus efforts on issues of preservation and to initiate worldwide cooperation for the preservation of library materials. The PAC programme was effectively launched in Vienna during the 1986 Conference on the Preservation of Library Materials co-organized by the Conference of the Directors of National Libraries, IFLA and UNESCO.
- (iii) **IFLA-CDNL Alliance for Digital Strategies (ICADS):** ICADS is a joint alliance of IFLA and the Conference of Directors of National Libraries (CDNL). The alliance was established in August 2008 as a successor to ICABS (IFLA-CDNL Alliance for Bibliographic Standards) which was established as a national libraries initiative in 2003.
- (iv) **IFLA UNIMARC:** Succeeding to the IFLA UBCIM Core Activity, the IFLA UNIMARC Core Activity (UCA) was established in 2003 with the responsibility for the maintenance and development of the Universal MARC format (UNIMARC).
- (v) **Publication:** Each issue of IFLA Journal (Quarterly) covers news of current IFLA activities and articles, selected to reflect the variety of the international information profession, ranging from freedom of information, preservation, services to the visually impaired and intellectual property.



*Notes* Council Report (biennial) records IFLA's achievements in five key areas: access to information, the electronic environment, preservation and conservation, services and standards and professional development. The IFLA publications series include such titles as intelligent library buildings, and adapting marketing to libraries in a changing worldwide environment. The IFLA Professional Reports series feature reports of professional meetings and guidelines to best practice. Recent reports include Proceedings of the IFLA/UNESCO pre-conference seminar on public libraries and Guidelines for easy-to-read materials.

Besides the above, many IFLA groups (Divisions, Core Activities, Sections and Special Interest Groups) have their own newsletters. Some are produced regularly, others only

appear sporadically. Each year the proceedings of the World Library and Information Congress, IFLA General Conference and Assembly are made available on the IFLA website. It also publishes International Cataloguing and Bibliographic Control (ICBC) Journal, IFLA Directory, International cataloguing, world directory of administrative libraries, world directory of map collection, LIBRI Library journal.

**Notes**

- (vi) **Seminars, Conference and Workshop:** IFLA regularly holds "World Library and Information Congress: IFLA General Conference and Assembly" and Regional Meetings. IFLA's general conferences are large scale conference. In 1961, IFLA holds the international conference on cataloguing principles in Paris.
- (vii) **Fellowships, Funds and Grants:** IFLA administers a number of Grants and Scholarships to enable the aspiring library and information professionals from all over the world to enhance their training and to provide funding for new and exciting projects in the field of librarianship. Such programmes include Guust Van Wesemael Literacy Prize, IFLA International Marketing Award, Jay Jordan IFLA/OCLC Early Career Development Fellowship, Margreet Wijnstroom Fund, Dr Shawky Salem Conference Grant (SSCG), etc.
- (viii) **Cooperation:** IFLA is now quite an active international organization. It has Formal Associate Relations with UNESCO, observer status with the United Nations, associate status with the International Council of Scientific Unions (ICSU) and observer status with the World Intellectual Property Organization (WIPO) and the International Organization for Standardization (ISO). In 1999, it established observer status with the World Trade Organization (WTO). It has also offered consultative status to a number of non-governmental organizations operating in related fields, including the International Publishers Association (IPA). It is also a member of the International Council on Archives (ICA), International Council of Museums (ICOM), the International Council on Monuments and Sites (ICOMOS), and the International Committee of the Blue Shield (ICBS). Again, till 2009 more than 25 corporations in the information industry have formed a working relationship with IFLA under its Corporate Partners scheme.
- (ix) **Standardization:** IFLA has standardized international loan request form in 1935 and has been progressively revising it since then. IFLA developed and published in 1974 the International Standard Bibliographic Description for Monographic Publication [ISBD (M)] as the basis for rules of description of monographic material in AACR-II. In 1975, IFLA and the Joint Steering Committee for the revision of AACR – (JSC/AACR) jointly developed General International Standard Bibliographic Description [ISBD (G)]. It serves as a framework for the description of all types of publication.
- (x) **Mailing Lists and Forum:** Sympa software provides web access to IFLA's lot of mailing lists. IFLA also serves as an international forum for librarians and advises international bodies relating to library and information science. It provides expert advice and assistance in the planning and development of library services.

IFLA advises libraries on matters such as interlibrary loan practices, copyright laws, library building design, and development of legal deposit regulations that entitle national libraries to receive copies of every work registered for copyright in their respective countries. It also stimulates cooperation among writers, scholars, publishers, and libraries, and it assists librarians in promoting literacy and universal access to knowledge. In addition, IFLA advocates the formation of a worldwide information network.

India is represented in the Executive Board of IFLA. In October, 1985 ILA organised the IFLA's regional seminar on UAP in New Delhi. ILA also hosted 58th General Conference of IFLA in New Delhi from August 30 - September 5, 1992.

**Notes**

**Self Assessment**

State whether the following statements are true or false:

11. IFLA is an independent association that represents libraries and library associations around the world.
12. The Profession Pillar is of course central to IFLA.
13. The governing structure of IFLA has been revised and came into force in 2000.
14. The ALP Programme was launched in 1984 at the IFLA Conference in Nairobi, Kenya.
15. PAC is a joint alliance of IFLA and the Conference of Directors of National Libraries (CDNL).



*Case Study*

**Online Computer Library Centre (OCLC)**

**O**CLC connects libraries in a global network to manage and share the world's knowledge and to form a community dedicated to the values of librarianship: cooperation, resource sharing and universal access. The network links members to a powerful, cloud-based infrastructure that provides the system wide intelligence and cooperative platform needed to collectively innovate and drive operational efficiencies in metadata creation, interlibrary loan, digitization, discovery and delivery. It also provides opportunities for cooperation and resource sharing built around a worldwide community of users—working together at the scale of the Web.

The OCLC cooperative is member-owned and member-governed. Librarians guide and shape our direction through a 16-member Board of Trustees—more than half of whom are librarians—and a global council of librarians, who are elected by librarians from regional councils of member libraries.

OCLC provides bibliographic, abstract and full-text information to anyone. OCLC and its member libraries cooperatively produce and maintain WorldCat—the OCLC Online Union Catalogue, the largest online public access catalogue (OPAC) in the world. WorldCat has holding records from public and private libraries worldwide. The Open WorldCat program makes records of library-owned materials in OCLC's WorldCat database available to Web users on popular Internet search, bibliographic, and bookselling sites. In October 2005, the OCLC technical staff began a wiki project allowing readers to add commentary and structured-field information associated with any WorldCat record.

Until August 2009, when it was sold to Backstage Library Works, OCLC owned a preservation microfilm and digitization operation called the OCLC Preservation Service Center, with its principal office in Bethlehem, Pennsylvania, U.S.

**Research**

OCLC has been conducting research for the library community for more than 30 years. In accordance with its mission, OCLC makes its research outcomes known through various publications. These publications, including journal articles, reports, newsletters, and presentations, are available through the organization's website.

1. ***OCLC Publications:*** Research articles from various journals including, but not limited to, Code4Lib Journal, OCLC Research, Reference & User Services Quarterly, College

*Contd....*

& Research Libraries News, Art Libraries Journal, and National Education Association Newsletter. The most recent publications are displayed first, and all archived resources, starting in 1970, are also available.

2. **Membership Reports:** A number of significant reports on topics ranging from virtual reference in libraries to perceptions about library funding.
3. **Newsletters:** Current and archived newsletters for the library and archive community.
4. **Presentations:** Presentations from both guest speakers and OCLC research from conferences, webcasts, and other events. The presentations are organized into five categories: Conference presentations, Dewey presentations, Distinguished Seminar Series, Guest presentations, and Research staff presentations

#### **Notes**

#### **Advocacy**

Advocacy has been a part of OCLC's mission since its founding in 1967. OCLC staff members meet and work regularly with library leaders, information professionals, researchers, entrepreneurs, political leaders, trustees, students and patrons to advocate "advancing research, scholarship, education, community development, information access, and global cooperation."

OCLC's most recent advocacy campaign, "Geek the Library," highlights the vital role of public libraries in the current challenging environment. One goal of this community-based public awareness campaign is to increase local library support by encouraging the public to share what they 'geek', using the word as a verb. The idea is that every person has a passion that they 'geek' from modern art to chemical engineering, and that the library supports all of the passions in the community. The campaign, funded by a grant from the Bill & Melinda Gates Foundation, uses a strategy based on the findings of the 2008 OCLC report, "From Awareness to Funding: A study of library support in America."

Other past advocacy campaigns have focused on sharing the knowledge gained from library and information research. Such projects have included communities such as the Society of American Archivists, the Open Archives Initiative, the Institute for Museum and Library Services, the International Organization for Standardization, the National Information Standards Organization, the World Wide Web Consortium, the Internet Engineering Task Force, and Internet. One of the most successful contributions to this effort was the Dublin Core Metadata Initiative, "an open forum of libraries, archives, museums, technology organization, and software companies who work together to develop interoperable online metadata standards that support a broad range of purposes and business models."

OCLC host symposiums biannually at conferences of the American Library Association with the specific purpose of exploring and presenting how innovation in industry trends, technology developments, and social change events will impact libraries.

In the past, OCLC's advertising spending used to focus on promoting its services to libraries. Now, however, the advertising has shifted to materials to advocate and market library services to communities they serve. These advertising and marketing programs increase libraries' visibility and viability.

OCLC partnered with search engine providers in 2003 in order to advocate for libraries and share information across the broadest possible Internet landscape. Google, Yahoo!, and Ask.com have all collaborated with OCLC in order to make the WorldCat records searchable through those search engines.

*Contd....*

Notes	
	<p><b>Online Database</b></p> <p>OCLC has a database for cataloguing and searching purposes which is used by librarians and the public. The current computer program, Connexion, was introduced in 2001, and its predecessor, OCLC Passport, was phased out in May 2005.</p> <p>This database contains records in MAchine Readable Cataloguing (MARC) format contributed by library cataloguers worldwide who use OCLC as a cataloguing tool. These MARC format records are then downloaded into the libraries' local catalogue systems. This allows libraries to find and download records for materials to add to their local catalogue without the lengthy process of cataloguing each individually.</p> <p>As of February 2007, their database contained over 1.1 billion catalogued items. It is the world's largest bibliographic database. Connexion is available to professional librarians as a computer program or on the web at <a href="http://connexion.oclc.org">connexion.oclc.org</a>. WorldCat is available to the public for searching a web-based service called FirstSearch, as well as through the Open WorldCat program. The Online Computer Library Centre acquired the trademark and copyrights associated with the Dewey Decimal Classification System when it bought Forest Press in 1988. A browser for books with their Dewey Decimal Classifications is also available; it is currently in beta form. WebJunction is a division of OCLC funded by a grant from the Bill and Melinda Gates Foundation. QuestionPoint reference management service provides libraries with tools to communicate with users. This around-the-clock reference service is provided by a cooperative of participating global libraries.</p> <p><b>Questions</b></p> <ol style="list-style-type: none"><li>1. Write down the case facts.</li><li>2. What do you infer from it?</li></ol>

*Source:* <http://www.oclc.org/about.en.html>

#### **15.4 Summary**

- Raja Ram Mohan Roy was the first social reformer of Modern India and he is rightly called the 'Father of Modern India'.
- The year 1972 is a significant year in the history of library movement in India.
- Thus, Raja Ram Mohan Roy Library Foundation was set up by the government of India in 1972 as an autonomous body under the then Department of Culture, Ministry of Education and Social welfare with its headquarters in Calcutta.
- The supreme policy-making body of RRRLF is called the Foundation.
- Raja Ram Mohan Roy Library Foundation consists of 22 members nominated by the Government of India from amongst eminent educationists, librarians, administrators and senior officials.
- The main objective for UNESCO is to build a knowledge society based on the sharing of knowledge and incorporating all the socio-cultural and ethical dimensions of sustainable development.
- In 1984 UNESCO established Regional Network for Exchange of Information and Experience in Science and Technology in Asia and Pacific (ASTINFO) to promote regional cooperation, better understanding and socio-economic development in Asia and Pacific region.
- UNESCO has supported library conferences, seminars and meetings.

- India became a member of UNESCO on 4 November 1946.
- IFLA was registered in the Netherlands in 1971.
- IFLA is an independent association that represents libraries and library associations around the world.

**Notes**

## **15.5 Keywords**

**Fellowships:** A fellowship is an arrangement in which financial support is given to a graduate student to pursue his or her degree without any obligation on the part of the student to engage in teaching and/or research in furtherance of the university's academic mission.

**Forum:** A meeting or medium where ideas and views on a particular issue can be exchanged.

**Membership:** Belonging, either individually or collectively, to a group. Some memberships may require a fee to join or participate while some do not.

**National Information System (NATIS):** NATIS is a brainchild of UNESCO and implies that governments at different levels (national, state and local) should maximize the availability of all relevant information.

**Social Equality:** Social equality is a state of affairs in which all people within a specific society or isolated group have the same status in certain respects.

**Standardization:** Formulation, publication, and implementation of guidelines, rules, and specifications for common and repeated use, aimed at achieving optimum degree of order or uniformity in a given context, discipline, or field.

**Sustainable Development:** Sustainable development refers to a mode of human development in which resource use aims to meet human needs while ensuring the sustainability of natural systems and the environment, so that these needs can be met not only in the present, but also for generations to come.

**The Members Pillar:** It includes the services they offer to members, management of their membership of IFLA, conferences and publications.

**The Society Pillar:** It focuses on the role and impact of libraries and information services in society and the contextual issues that condition and constrains the environment in which they operate across the world.

**Workshop:** Shop floor or facility where actual physical work (such as machining) is performed.

## **15.6 Review Questions**

1. Discuss the foundation of Raja Ram Mohan Roy Library Foundation (RRRLF).
2. What are the major objectives of the foundation?
3. Explain the organization of UNESCO.
4. Describe the functions and activities of UNESCO.
5. When UNESCO started the first pilot project in library in India?
6. What are the three pillars of IFLA?
7. What are the two main categories of voting members in IFLA?
8. Explain the major core programmes of IFLA.

- Notes**
9. Discuss the objectives of UNESCO.
  10. Explain the organization of RRRLF.

### **Answers: Self Assessment**

- |           |                      |
|-----------|----------------------|
| 1. False  | 2. False             |
| 3. True   | 4. False             |
| 5. True   | 6. Member states     |
| 7. UNESCO | 8. NATIS             |
| 9. UBC    | 10. Second World War |
| 11. True  | 12. False            |
| 13. False | 14. True             |
| 15. False |                      |

### **15.7 Further Readings**



*Books*

Budd, John (2001), *Knowledge and Knowing in Library and Information Science: A Philosophical Framework*, Scarecrow Press.

Faruqi, Khalid Kamal & Alam, Mehtab (2005), *Net-Studies in Library and Information Science*, Aakar Books.

Henderson, Kathrine A. (2009), *Case Studies in Library and Information Science Ethics*, McFarland.

Prasher, Ram Gopal (1997), *Library and Information Science: Information science, information technology and its application*, Concept Publishing Company.

Rubin, Richard (2010), *Foundations of Library and Information Science*, Neal-Schuman Publishers, Incorporated.

Saravanan, T. (2005), *Library & Information Science*, APH Publishing.



*Online links*

[http://lislinks.com/group/raja-rammohun-roy-library-foundation-rrrlf?xg\\_source=activity](http://lislinks.com/group/raja-rammohun-roy-library-foundation-rrrlf?xg_source=activity)

<http://www.cdnl.info/2003/10iflcore.pdf>

<http://www.gktoday.in/raja-ram-mohun-roy-library-foundation-kolkata/>

<http://www.liasa.org.za/node/294>

<http://www.preservearticles.com/201104195600/short-biography-of-raja-ram-mohan-roy.html>

<http://www.thecityguide.in/Kolkata/East-Kolkata/Salt-Lake-City/Attractions/Raja-Rammohan-Roy-Library-Foundation-SHS/EditorsNote/>



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